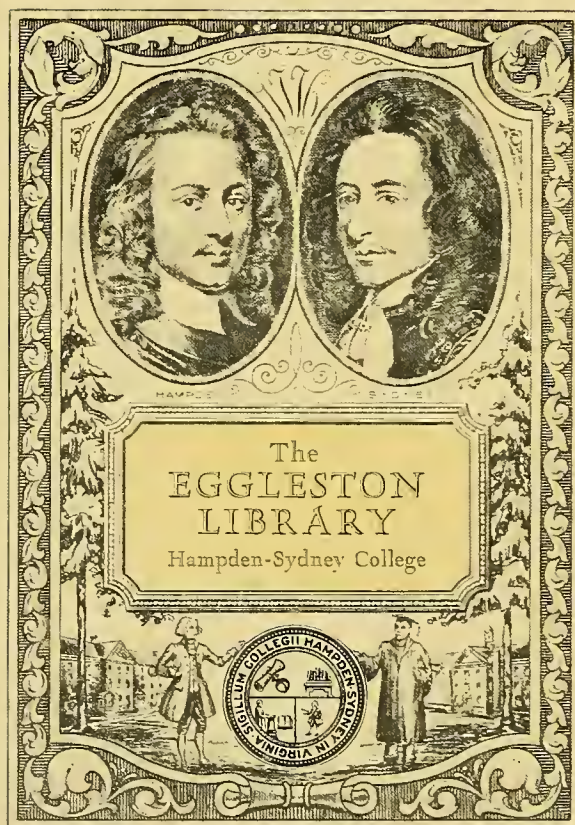


*Kaleidoscope*

78



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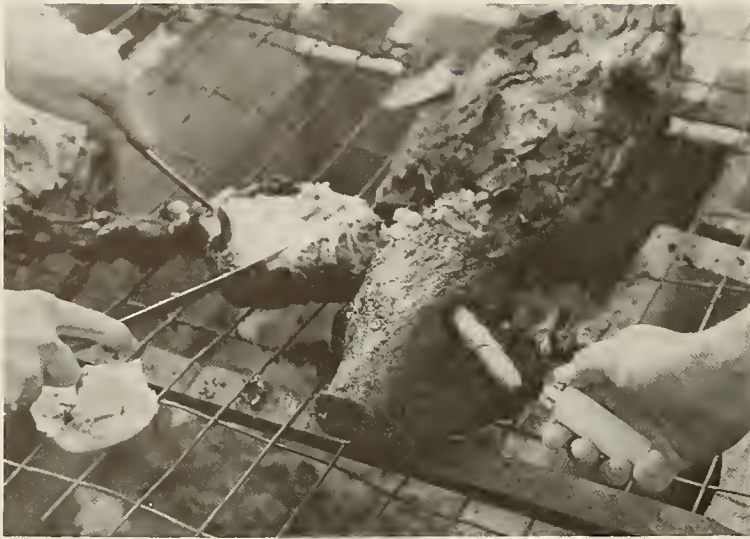


*1978 Kaleidoscope  
Hampden-Sydney College*

Published by the Students of  
Hampden-Sydney College and  
Hunter Publishing Company,  
Winston-Salem, N.C. 27103



4229gk  
1978  
3rd set



*A college education  
is a unique experience.*





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*It's time for making  
friends, enjoying life,  
and collecting memories.*



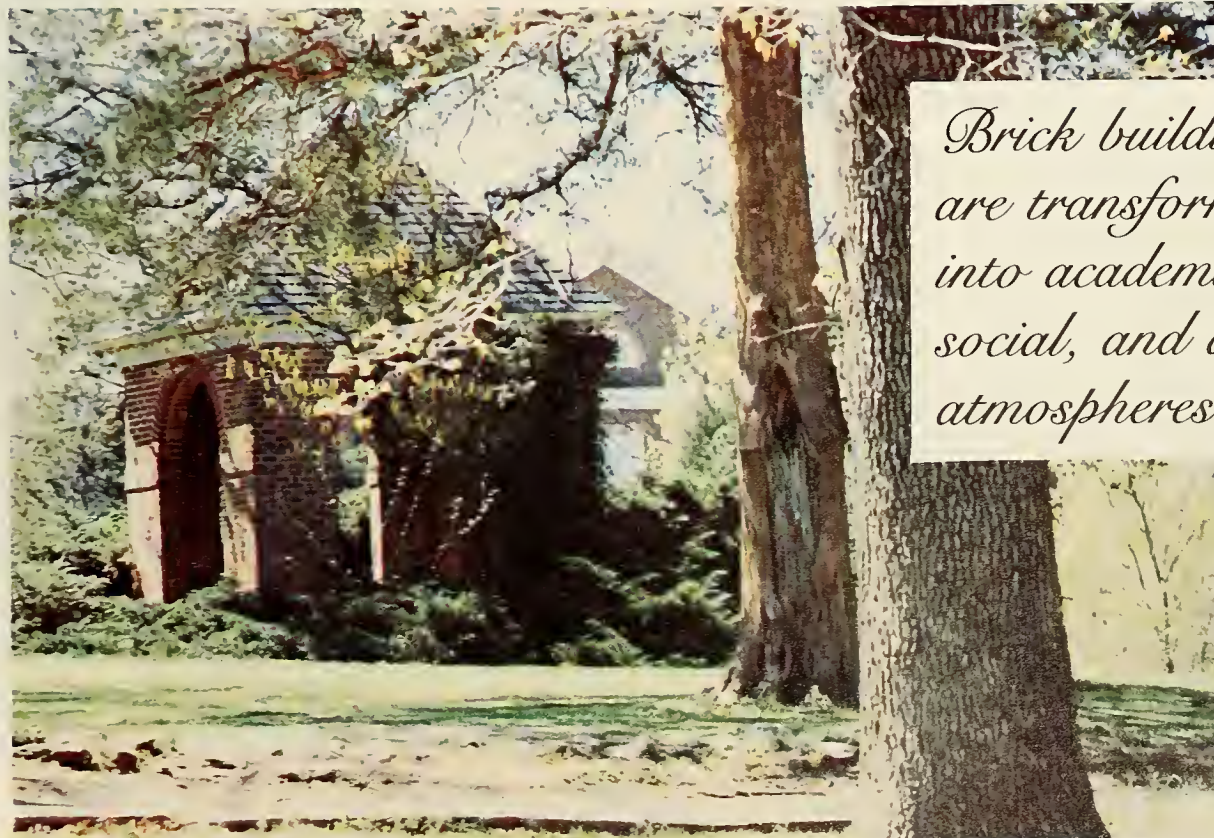




*The Hampden-Sydney  
campus is the pefrect  
setting . . .  
allowing individual  
growth and expression.*







*Brick buildings  
are transformed  
into academic,  
social, and athletic  
atmospheres.*







*The spirit and enthusiasm of  
the college community make  
Hampden-Sydney distinctive.*





## Foreword

This year was the two-hundredth and second session of Hampden-Sydney College. The KALATHOMCOPII staff has attempted to capture this brief, but enjoyable year in photos and print. A lot has happened this year. We have experienced a new president with new ideas; a Blackman; an outstanding football season; and the tragic death of a fellow student.

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This book has no message and no moral. I have made an effort to portray the entire year with as few biases as possible. The job of the yearbook editor is to deal with many unrelated things and to do justice to them all. Even in a school as small as Hampden-Sydney, it is difficult to treat everyone fairly, so someone may think they have been overlooked by this book. If so, it was unintentional.

I thank the editors of the 1977 GALILEO, the 1977 SAVANNAH, and the 1978 SCOTSMAN for many ideas which I adapted after discussion with them during the Associated Collegiate Press Convention.

In no particular order I would like to acknowledge my indebtedness and extend my thanks to the following people:

Ben Henry, for his photo files and his helpful attitude.

Louis Holgate and Steve Tedesco, for their various efforts to help in any way possible.

Howard Rodman, who always produced when necessary.

Paul Smith, for his constructive criticism.

Bill Darden, who always seems to show up when needed.

John Perry, for his understanding and for not saying "I told you so".

Teri, who understood when I sometimes put the yearbook before her, and

To All Those Writing Essays, because they were among a select few who took the time to get involved.

JAM, JR.







For his devotion to Hampden-Sydney College,  
For his helpfulness throughout the year,  
For the tremendous job he has done as the  
Dean of Students,  
We proudly dedicate the KALEIDOSCOPE to

**Thomas H. Shomo,**

truly a progressive, innovative man in a  
traditional school.







FACULTY & ADMINISTRATION





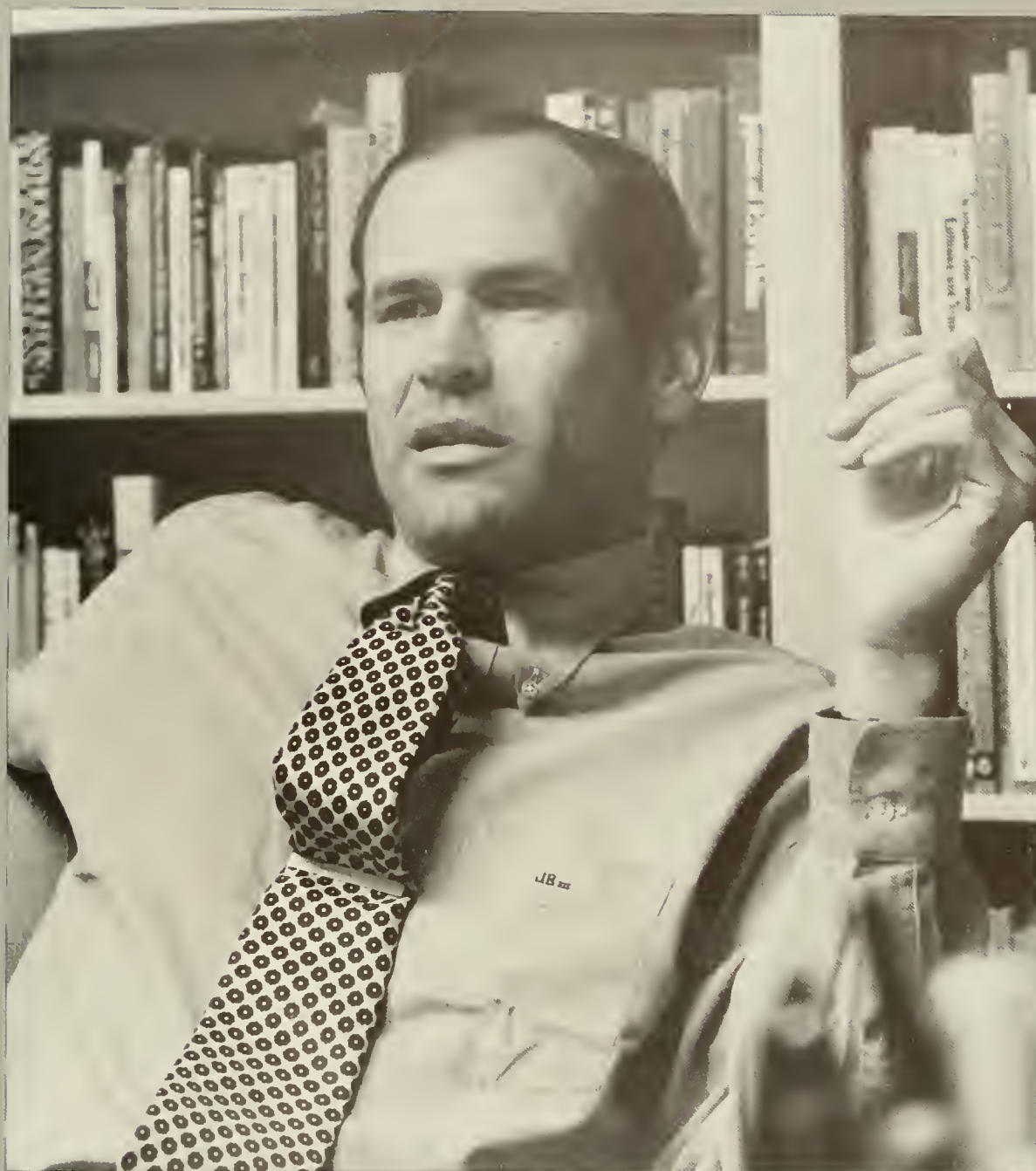
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## *President Josiah Bunting, III*

It is the presumption of those who teach in a college dedicated to the pursuit of excellence in liberal studies that those studies have a time-worn and proven fitness for preparing their students to think better: by this we mean nothing more than you learn to assemble evidence patiently and thoroughly before you make

decisions and judgements; that you learn courageously to uphold those decisions and judgements; that you be prepared to argue them eloquently; that your minds be free of prejudice; that you learn to appreciate arguments and points-of-view opposed to your own, for in them is often more truth than in your own; and that

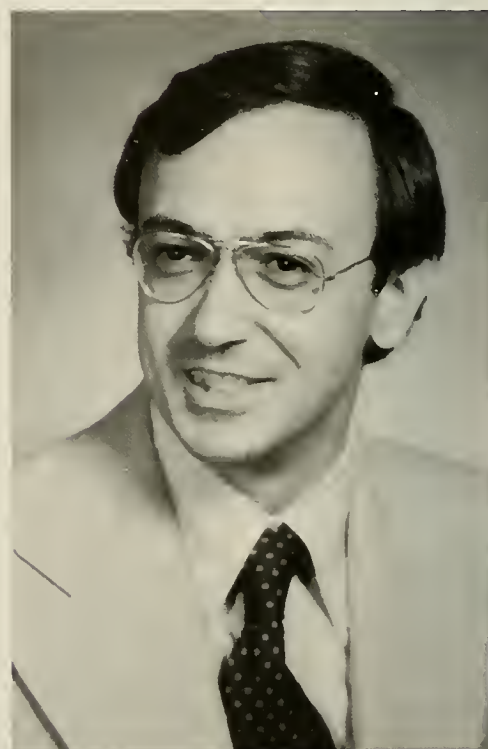
you will esteem both the lifelong cultivation of the mind and the gift of that mind, and the character that sustains it, and the willingness to place these at the service of others, as your highest calling; finally that the heart has its reasons which the mind cannot comprehend.





James O. Avison  
Vice President for  
Institutional Development

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B. Calvin Bass  
Chemistry & Physics



Dr. L. Neel Beard  
Physics



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Director of Counseling  
& Career Planning

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Asst. Business Manager  
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Classics  
Clerk of the Faculty







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Athletics



Gerald T. Carney  
Bible & Religion



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Admissions

Edward A. Crawford  
Biology



Dr. T. Edward Crawley  
English  
Glee Club Director



Harrison L. DeLancy  
Natural Sciences







Dr. Thomas E. DeWolfe  
Psychology



Does man ever tire of playing with "Lincoln Logs"?

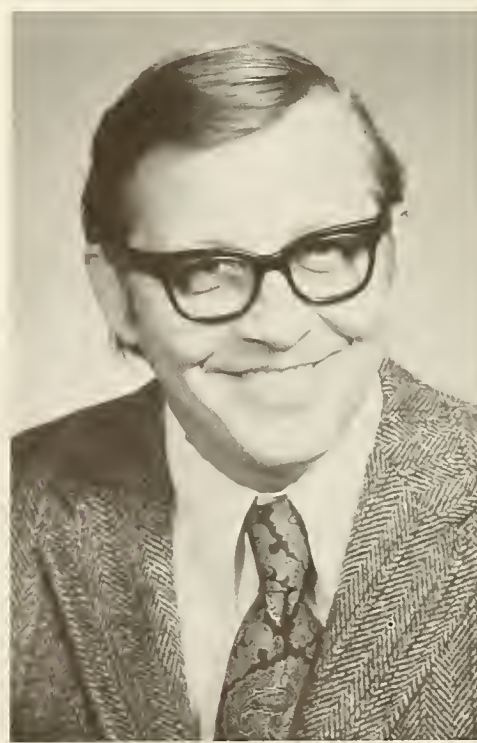
Dr. Merrill A. Espigh  
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Mathematics



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Dr. Keith W. Fitch  
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Gustav H. Franke  
Mathematics



J. Stokeley Fulton  
Athletic Director



Dr. Stanley R. Gemborys  
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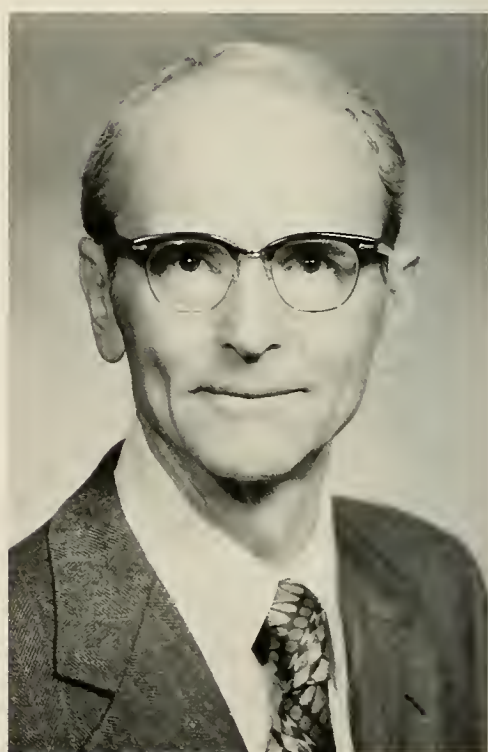
Dr. Joseph E. Goldberg  
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Paul L. Grier  
Librarian







Robert B. Harris  
Economics



Dr. Ronald L. Heinemann  
History



Sandra W. Heinemann  
Catalogue Librarian

Dr. William R. Hendley  
Economics



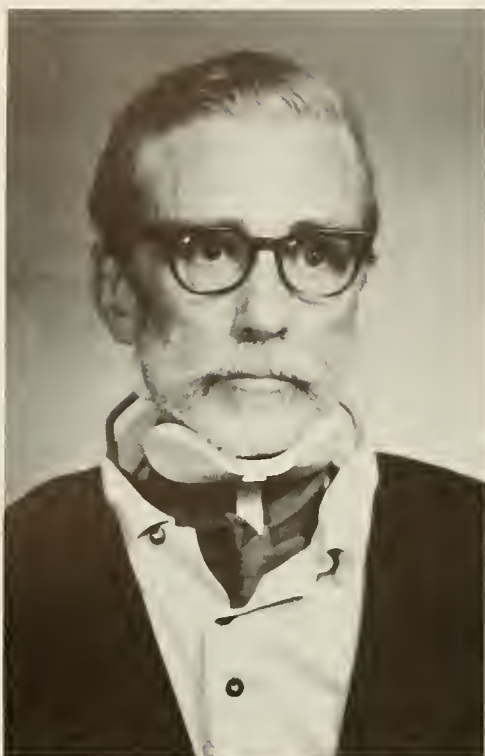
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Development Officer



Dr. David C. Holly  
Government & Foreign Affairs



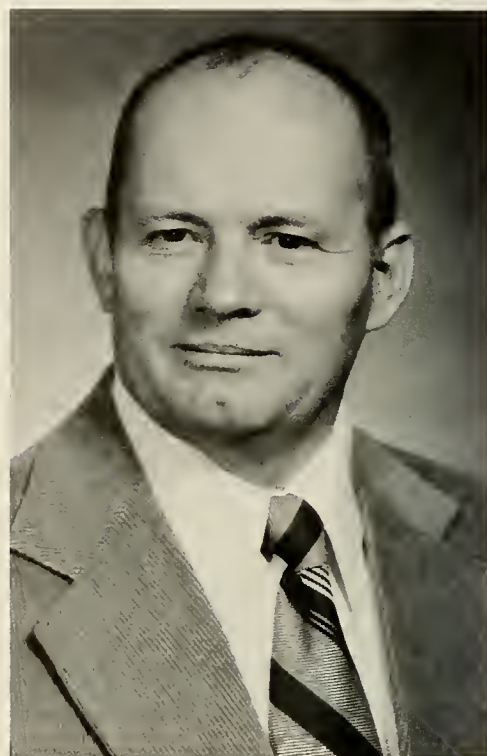




Dr. Robert T. Hubbard, Jr.  
Government & Foreign Affairs



Dr. Vincent A. Iverson  
Philosophy



Dr. Paul A. Jagasich  
Modern Languages

Professor Laine keeps another unprepared student  
after class.



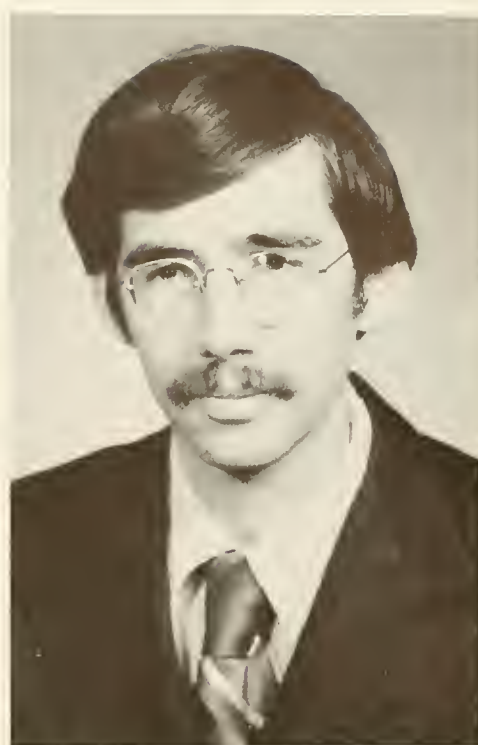




Dr. W. Thomas Joyner  
Physics



Dr. Edward M. Kiess  
Physics



Victor G. Kriss  
Physics

Dr. Amos Lee Laine  
History



Dr. Robert W. Leiby  
Chemistry



Dr. Anne C. Lund  
Biology







David E. Marion  
Government & Foreign Affairs



Dr. Lawrence H. Martin  
English



Elna Ann Mayo  
Assistant Reference &  
Series Librarian



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Physics



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Communications Assistant  
Classics



Dr. Paul Mercken  
Classics & Philosophy





Dr. Moses S. Musoke  
Economics



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Athletics



Dr. Owen L. Norment, Jr.  
Bible & Religion

Thomas J. O'Grady  
English



Dr. Donald R. Ortner  
Psychology  
College Psychologist







Dr. William W. Porterfield  
Chemistry

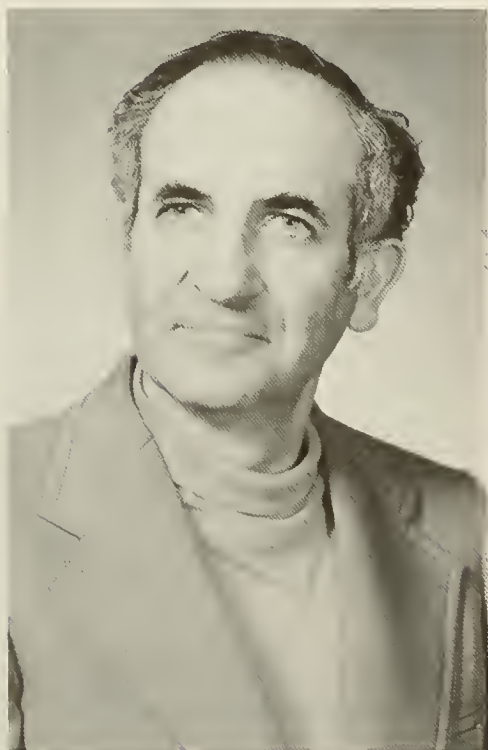


Rev. John B. Rice  
College Chaplain

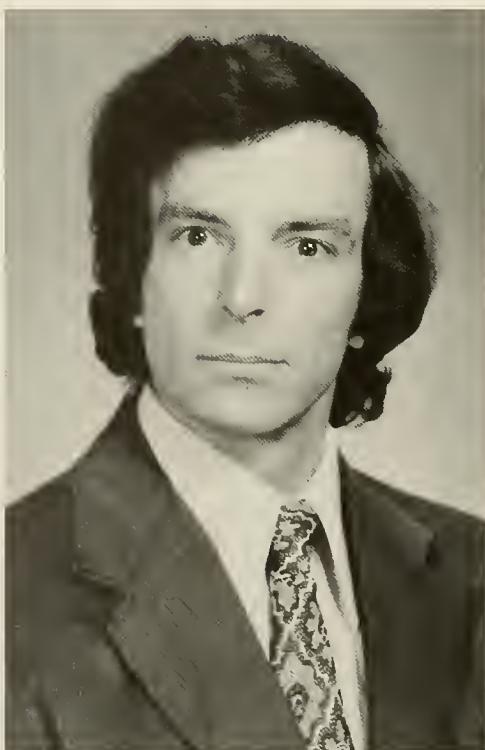


Dr. Robert G. Rogers  
Bible & Religion

Dr. Joseph Rubenstein  
Psychology



Dr. Jack P. Sanders  
Mathematics



Dr. Mary M. Saunders  
English





Bobby G. Saylor  
Asst. Athletic Director



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Philosophy



Dr. George M. Schurr  
Dean of the Faculty

Dr. William A. Schear  
Biology







Martin M. Sherrod  
Director of Communications



Thomas H. Shomo  
Acting Dean of Students  
Director of Financial Aid



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Modern Languages

Dr. Frank J. Simes  
Psychology



Dr. Gilman Z. Simms  
Athletics



Dr. James Y. Simms  
History





Dr. Hassell A. Simpson  
English



Dr. Herbert J. Sipe, Jr.  
Chemistry



Dr. Herbert B. Skerry  
Mathematics

Reginald G. Smith  
Chemistry



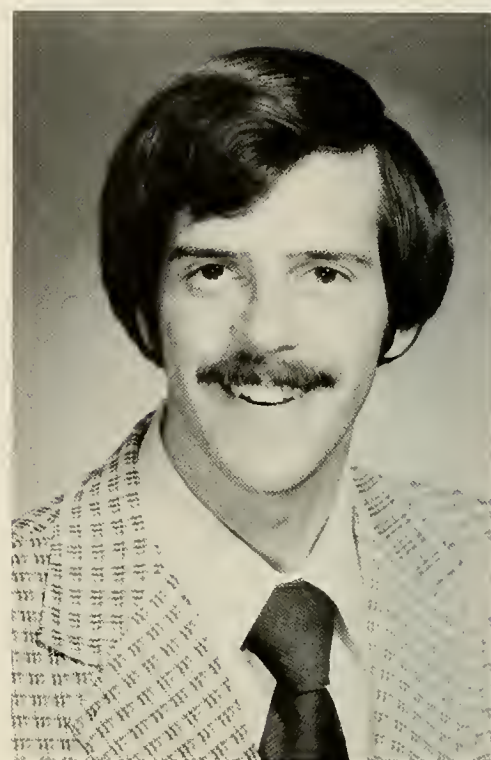
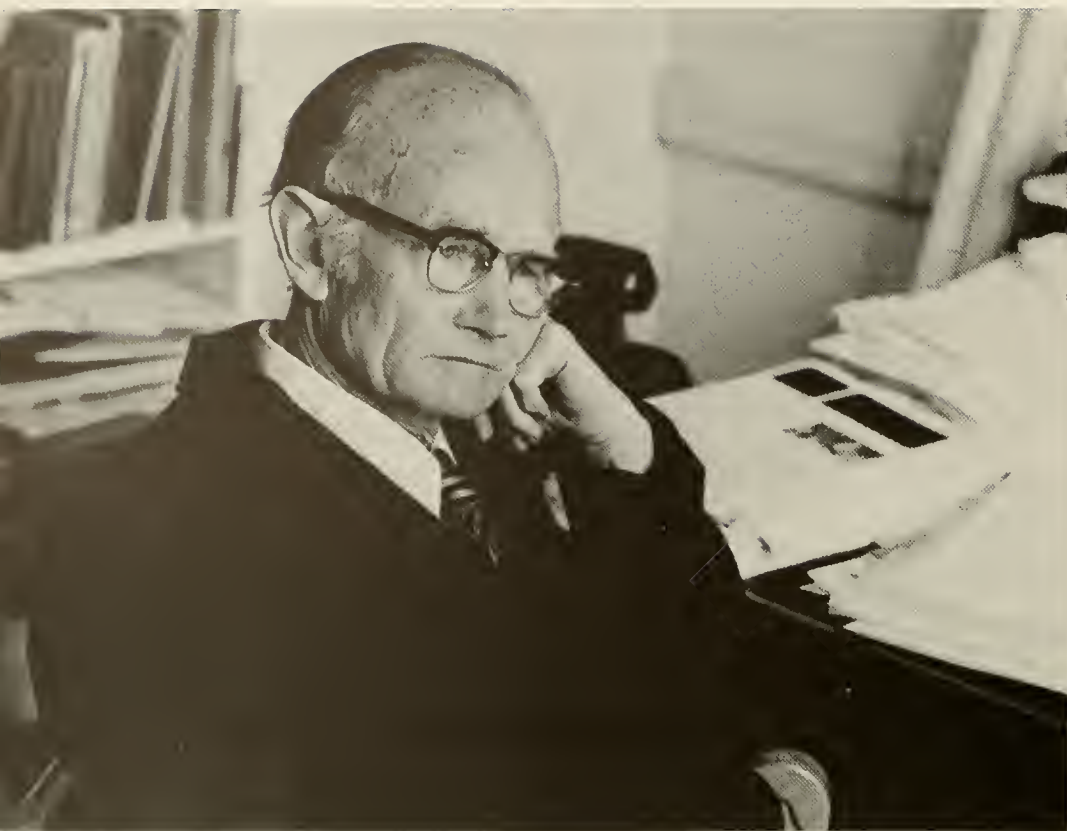
Dr. Frank J. Spreng  
Economics



Margaret W. Swartz  
Alumni Director

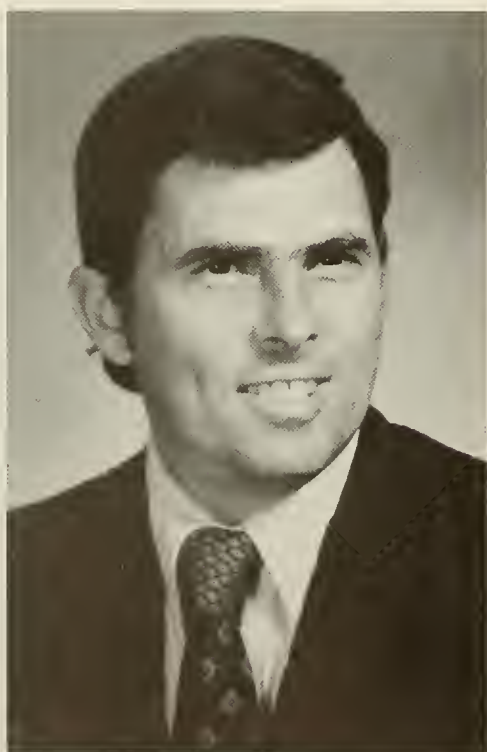






W. Bruce Swartz  
Assoc. Director of Admissions

Don P. Thompson  
Athletics

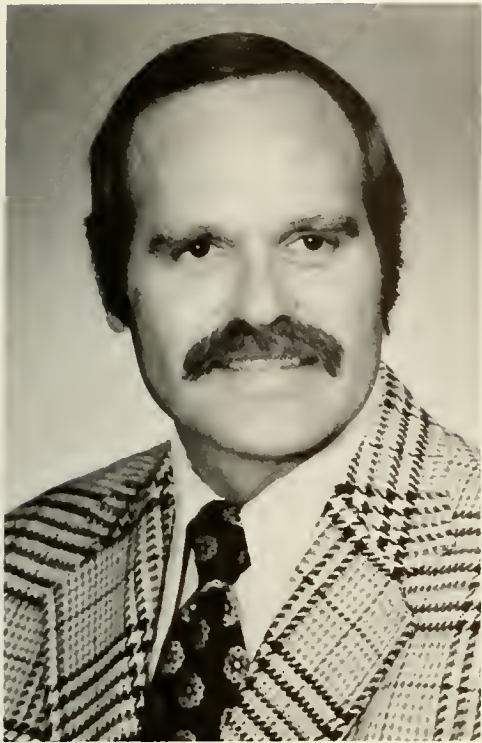


Dr. Douglas S. Thompson  
Chemistry

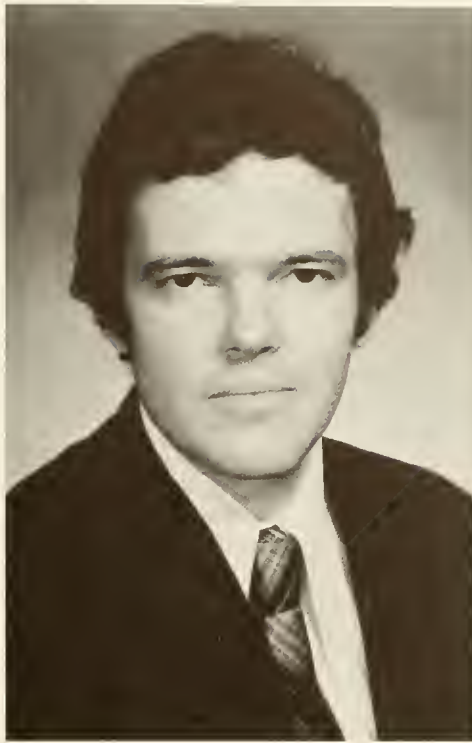


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Classics





Dr. C. Wayne Tucker  
Classics

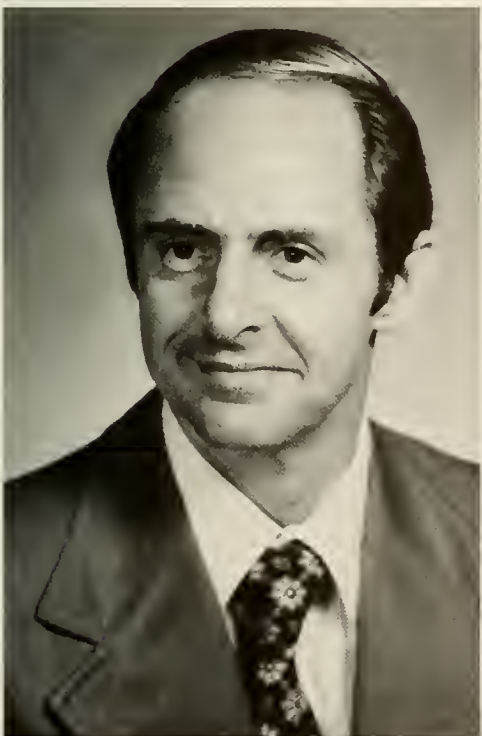


Dr. Tully H. Turney  
Biology



Louis A. Wacker  
Athletics

John H. Waters  
Director of Admissions



Dr. Joseph W. Whitted  
Modern Languages



Dr. Alan F. Zoellner  
Reference Librarian







# CLASSES





# *Seniors*





William Lewis Abbott  
B.A. History



John William Allan, Jr.  
B.A. Bible & Religion



Alvan Macauley Aron, Jr.  
B.A. Mathematics/Economics



David Terry Beasley  
B.A. Economics



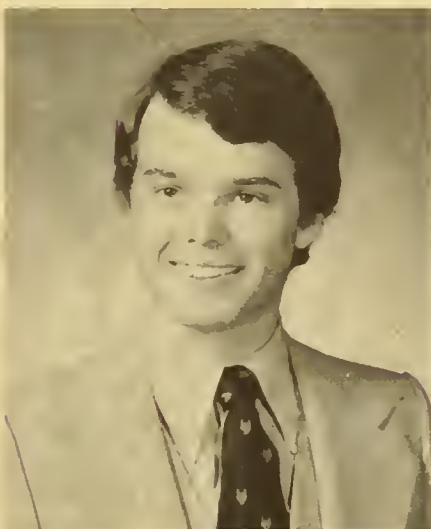
Alexander Herbert Bell, II  
B.A. English



Scott Wesley Berglund  
B.A. History and  
Bible & Religion



Richard Harrod Blank, Jr.  
B.A. Government and Spanish



Orran Lee Brown  
B.A. Government



Paul Garland Brown  
B.S. Chemistry





Dennis Dickens Bryant  
B.A. English



George Keller Bumgardner  
B.S. Chemistry



Robert Alton Burrell  
B.A. Psychology



Stokely Gray Caldwell, Jr.  
B.A. Economics



John Walter Fitchett Canter  
B.A. Government



Ben Montgomery Cart, Jr.  
B.A. History



Michael Stanley Challenor  
B.A. History



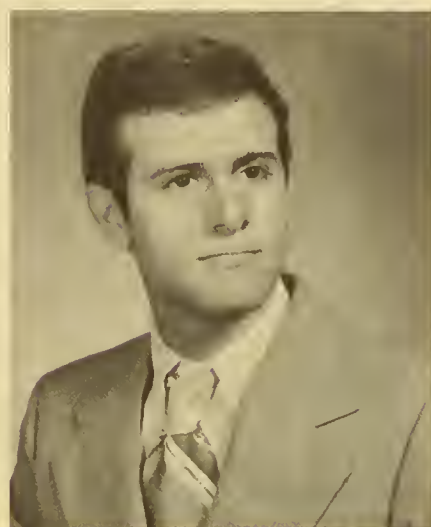
Charles Irwin Clark  
B.A. Economics



David MacKay Clough  
B.A. Psychology



Thomas Mason Crowder  
B.A. Government



Barry Kim Cutright  
B.S. Biology



Jon Michael Daly  
B.A. Economics



David Burton Darden  
B.S. Biology



Philip Gilmore Davis, II  
B.A. Economics





Richard Andrew Davis  
B.A. Government



Robert Richard Dawson  
B.A. Government



Henry Fenton Day, III  
B.S. Biology



Frederick Lyman Dewey, III  
B.A. Economics



Nicholas Constantine Dombalis  
B.S. Biology



Douglas Bayard Donaldson  
B.A. Economics



Donald Richard Dorey  
B.A. Economics and Spanish



Joseph Boyd Earhart, Jr.  
B.A. Psychology



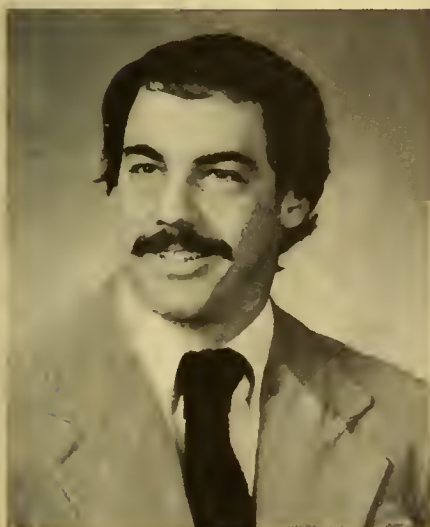
Richard Edd English  
B.A. Economics



Neil Page Farmer  
B.A. Government



Gerald William Fauth, III  
B.A. History



Michael Stuart Feinman  
B.S. Biology



Clifford Gerald Ferrara  
B.A. English



John Edwin Fidler, Jr.  
B.S. Biology





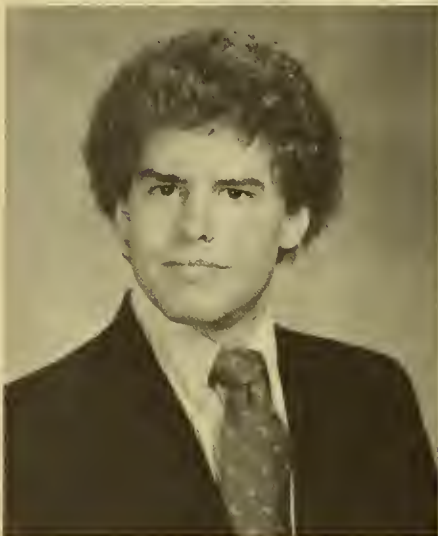
Robert Dixon Foster  
B.S. Economics/Mathematics



Joseph Thomas Francis, Jr.  
B.A. Government



Douglas Sykes Freeman  
B.A. Government



David Heath Gates  
B.S. Biology



Thomas Walter Godfrey, Jr.  
B.A. Economics



John Robert Graham, Jr.  
B.A. Government



Steve Goodman Green  
B.A. Economics/Mathematics



Samuel Lee Groseclose  
B.S. Biology



Lawrence Dean Hamnett  
B.A. Government and History



Michael Stephen Harcum  
B.A. Economics



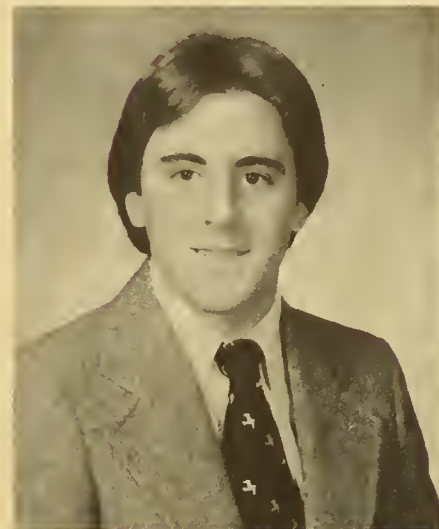
John Thadieu Harris, III  
B.A. German and  
Bible & Religion



Richard Dean Harris, Jr.  
B.A. Economics



Thomas Moss Heery  
B.A. Economics



Horace Rowe Hicks, Jr.  
B.A. Government





John Gatling Hofler, Jr.  
B.A. History



David Powell Holt  
B.S. Biology



James Jay Hundley  
B.A. Psychology



Robert Blain Huskey, Jr.  
B.A. Economics



Douglas Gray Hilton  
B.A. Government and History





Franklin Jefferson James  
B.A. Government



Allen Easley Johnson, Jr.  
B.A. English



Richard Mark Johnson  
B.A. Government



Robert Bay Johnson  
B.A. English



Todd Carrington Johnson  
B.A. English



James Monroe Jones, III  
B.A. Government



Bobby John Junes  
B.A. Economics



Joseph Crockett Kelley, Jr.  
B.S. Physics



James Warren Kelley  
B.S. Physics





Craig Proctor Kiely  
B.A. Government



David Alan Klein  
B.A. Bible & Religion



James Christian Kohler  
B.A. Economics



David Hyde LaMotte, Jr.  
B.A. Economics



Richard Lester Lapp  
B.S. Biology



John Wesley Leary  
B.A. History





Keith Wayne Lewis  
B.A. Economics



Philip Nelson Light  
B.S. Biology



James Bowen Litton  
B.S. Economics/Mathematics



Robert Elford Livingston, Jr.  
B.S. Chemistry



Charles Keith Love  
B.A. Government



Gregory Goode Love  
B.A. Economics





William Benedict Lumpkin, III  
B.A. History



Dale Talmadge Marks  
B.A. Economics



Frank Conrad Martin, III  
B.A. Government



Ernest Andrew McAbee  
B.A. Economics



Joe Vincent Menendez  
B.A. Government



Robert Baxter Merrell  
B.A. History



Randolph Parker Miles  
B.S. Biology



Harland Lamar Miller, III  
B.A. Economics



John Augustus Moore, Jr.  
B.A. Economics and History



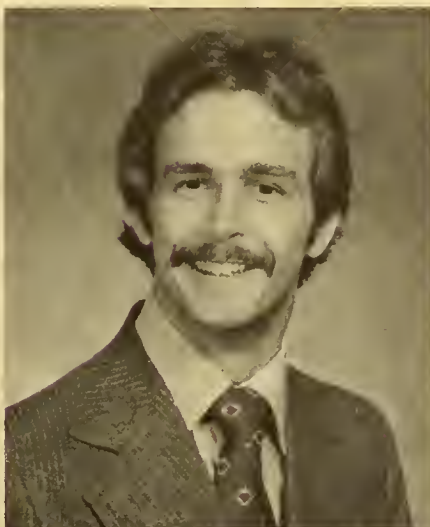
Julian Adair Moore, Jr.  
B.A. Economics and  
Government



William Spurr Moore  
B.A. History



Wyatt Rorer Murphy, Jr.  
B.S. Chemistry



Michael Edward Nerney  
B.S. Chemistry



Wilson Bennett Newell, Jr.  
B.A. Mathematics/Economics





H. William Niedermayer, III  
B.S. Chemistry



Edward Vincent O'Hanlan  
B.A. Humanities



Wayne David Old  
B.S. Biology



Thomas Wentworth Osgood  
B.A. Government



Bradley Jay Parsons  
B.A. Classics



Paul Tulane Patterson  
B.A. Economics



James Doddridge Patton, IV  
B.A. Economics



Joseph Bernard Penick  
B.A. Economics



Bruce Collier Phillips  
B.A. Psychology



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B.A. Economics



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B.A. Government



David Winston Rennolds  
B.A. Economics



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B.S. Chemistry



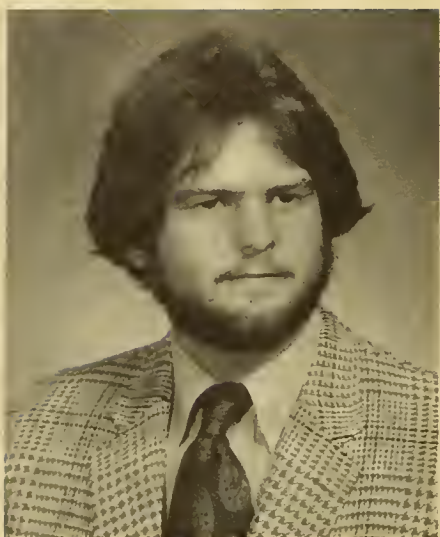
William Rosenberger, II  
B.S. Biology



William Laird Sager, Jr.  
B.A. Economics







Charles Preston Sargeant  
B.A. Bible & Religion



Michael Murrell Shelton  
B.A. Government



R. Garsed Sketchley, III  
B.A. Government



Paul English Smith  
B.A. Classics



Samuel Edward Smith, Jr.  
B.A. Economics



Edward Philip Snyder  
B.S. Chemistry



John Edward Sommers, III  
B.S. Biology



Frank Dew Stoneburner, Jr.  
B.S. Biology



John Arthford Stough, Jr.  
B.A. History



Richard Sidney Sutton  
B.A. History



Brian Milbank Thurston  
B.A. Economics



Edward Lawrence Tiernan  
B.A. History

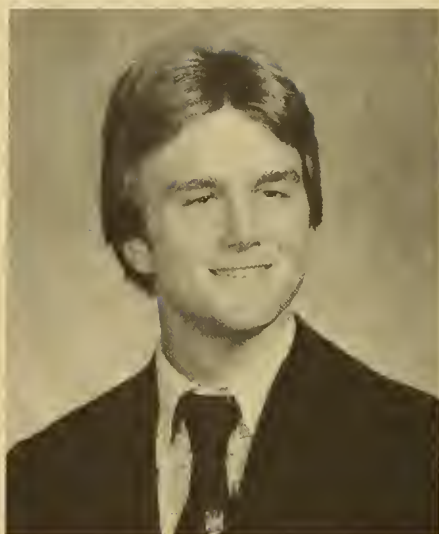


Randolph Edmunds Traynham  
B.A. Bible & Religion



Scott Sheldon Twentyman  
B.S. Biology





Douglas Hart VanNess  
B.A. Government



Thomas Carter Waddell  
B.A. Economics



Barrye Langhorne Wall  
B.A. Economics



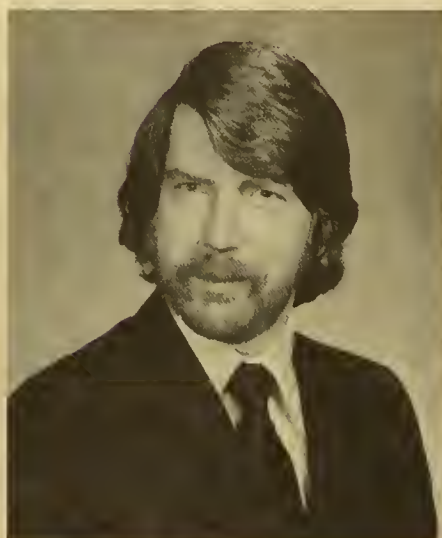
Steven Edward Wall  
B.S. Biology



Thomas Craven Wall  
B.S. Biology



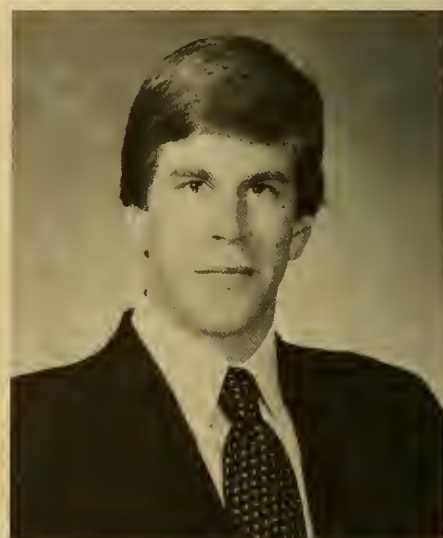
John Wistar Walke  
B.S. Biology



David Bruce Ward  
B.A. Economics



James Wheeler White  
B.S. Biology



Robert Graham White, III  
B.A. Humanities and  
Economics



Robert Putnam Whitehouse  
B.S. Biology



Robert Major Wilson  
B.A. Economics



Edward Theodore Wolanski  
B.S. Chemistry

#### Not Pictured

Thomas Page Allport  
B.A. Psychology

Oliver Witcher Dudley, IV  
B.A. Economics

Frederick Charles Hamer, III  
B.A. History

William Ross Landreth  
B.A. Government

Allen Wayne Rosen  
B.A. Government

Bruce Everett Thompson  
B.A. Philosophy

James Weldon Wallace  
B.A. Economics

Lynwood Poythress Baird  
B.S. Physics

David Gillen Graham  
B.S. Interscience/Biochemistry

David Jackson Newcomer  
B.S. Biology

Bennie Griffin Brown  
B.A. Government

Mark Wayne Goodin  
B.A. Government

Joseph Brown Heldreth, III  
B.A. Economics

Gerald Edward Laumann  
B.A. Government

Vincent Louis Silvestri  
B.A. Economics

Charles Stockley M. Tipton  
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Noel Blaine Slone  
B.A. Government and History

John Mason Underwood, II  
B.A. Economics

Robert Holt Whitt, Jr.  
B.A. English

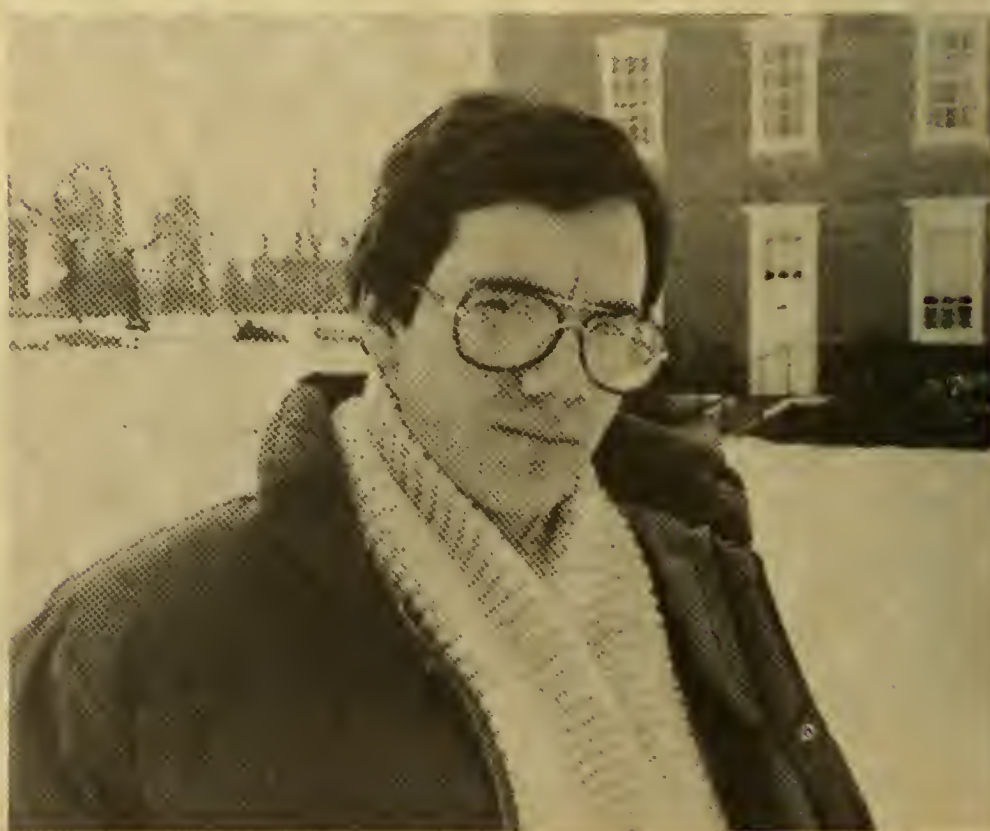
Buford Lee Driskill, III  
B.S. Biology

Donald Lee McDowell  
B.S. Chemistry

Harold Radcliffe Turner  
B.S. Physics and Mathematics



*Seniors at work . . .*





. . . and at play.





# *Juniors*



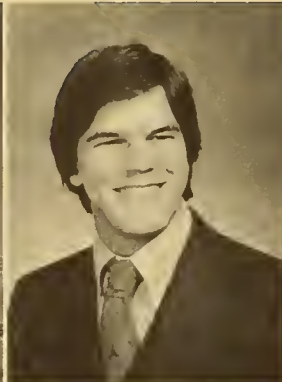


Mike Adkins  
Sam Adsit

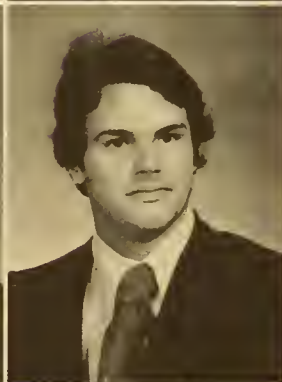
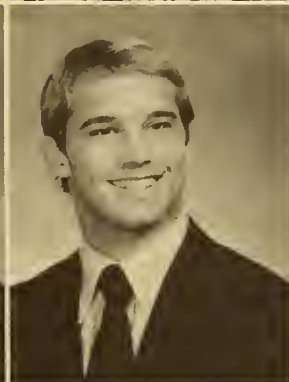


Bob Agee  
Randy Appleton

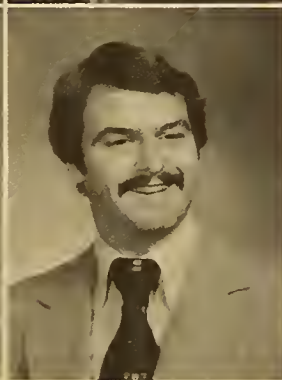
Tad Archer  
Scott Aron  
Rick Bagby



Wayne Bailey  
Steve Barnhart  
Gary Beck



Lewis Bell  
Mike Bennett  
Elliott Bondurant





Dick Boyd



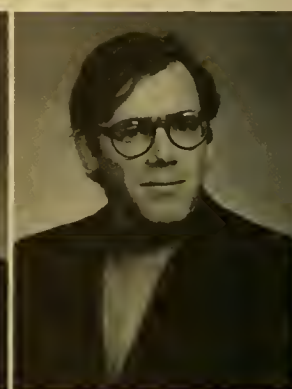
Joe Bradner



David Burgess



Greg Burnette  
Jimmy Butler  
Bob Calcote  
David Cantlay



John Carpenter  
Bob Chadwick  
Stuart Christian  
Clint Clary





Gilbert Coleman



David Corrigan



Laird Craighill



Hatcher Crenshaw  
Rick Curtis  
King Dietrich  
John Eagan



L.F. Elliott  
Richard Epperson  
Jerry Face  
Marcus Fariss



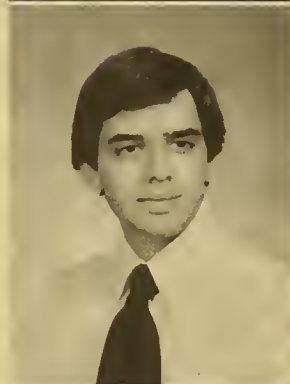
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Craig Follo  
Gary Fralin  
Frank Fulton



Harold Gielow  
Rusty Godfrey  
Gary Goldstein  
Amauri Gonzalez



Thomas Goode  
David Haga



Chuck Hamer  
Ran Henry



Trip Hobbs  
Chip Holston





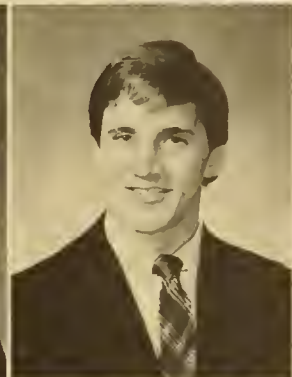
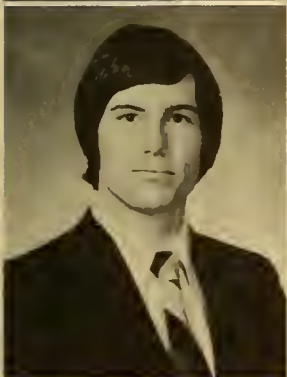
Jack Holz



Carter Hotchkiss



Kevin Howard  
Bill Hughes  
Tom Jackson  
Ken Johnston



Jack Jones  
Jeff Kelley  
Phil Kelsey  
Kendall Kilgore



Erick Koroneos  
Gideon Kyole  
Craig Lamond  
Dan Laughlin



Dick Lea  
Randy Leach  
Gordy Lee



Joe Lemins  
Frank Linares  
Mark Longerbeam



John Mansfield  
Joe Marchetti



Steve McChristian



Shep Miller





Jeff Moles



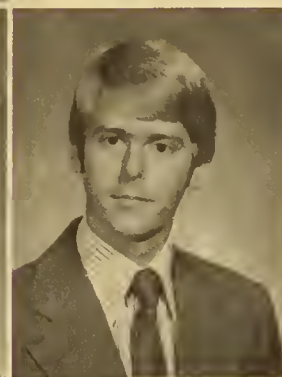
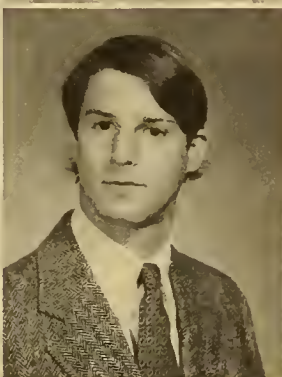
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Bill Newell  
Bob Oldfield



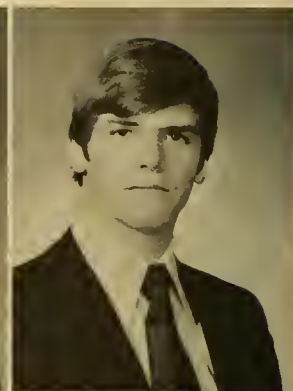
Mike Pace  
Alec Pandaleon  
Frank Pegram



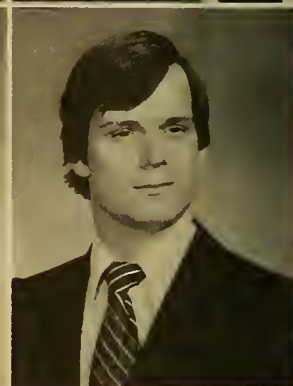
John Power  
Tommy Preston  
Bill Richmond  
Robert Ross



Scott Schoenhut  
Will Seymour  
Steve Smith  
Walter Smith



Gerald Spurgin  
Weaver Squire  
Tom Stokes  
Pat Stonnell



Skipp Sudduth



C.T. Talley



Jim Taylor





Rob Taylor  
John Terry  
Fred Thompson



Joe Wadsworth  
Will Watkins  
Clinton Western  
Orrin Whyte



Roy Williams  
Larry Willis



Will Willman  
Billy Winburn



Ken Woodiey  
George Wright



# *Sophomores*



Mike Ackermann  
Jim Adams  
Jim Adams



Jim Alexander  
Jeff Alloway  
Phillip Anderson



Donnie Appich  
Jonathan Atkinson  
Terry Avison



Philip Baker  
Ray Barnhill  
David Barrs



Ron Batliner  
Kevin Beale  
Bryan Beecroft



Don Benner  
Jay Best  
Billy Blackford



Jeff Boatwright  
John Boross  
Scott Boze  
Chris Bradshaw



Chip Brierre  
Paul Brooks



Denis Brown  
Tucker Burge



Jack Burke  
Ray Byrd



Brian Cann  
Ricky Cash



Steve Coffield  
John Corey

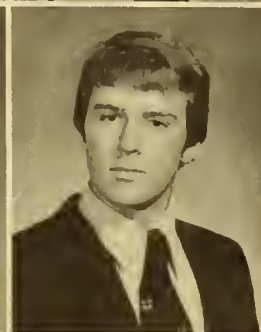




Rob Cox  
Donald Crouch  
Bill Darden  
Greg DeFrancesco



Bill Dickinson  
Chuck Dietz



Augie DiMunno  
Ralph Dodd



Randy Duffer  
Bucky Durham



Jimmy Face  
Fitz Ficklen



Ron Fischer  
Bart Floyd

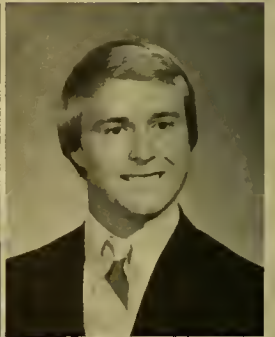




Trent Fox  
Randy Fralin  
Ford Francis  
Frank Godbold



Tom Gray  
Bob Grover  
Bill Hardy  
Bryant Hare



Bubba Harris  
Sel Harris  
Robbie Harris  
Ricky Henley





Dave Holder  
Bobby Howlett



Steve Hughey  
Vance Hull



Bucky Irby  
Jim Jervey



Lunsford Johnson  
David Johnson  
Matt Kasun  
Gary Kavit



Bob Keefer  
Tim Keena  
Trent Kerns  
Wade Kirby



Bill Leach  
Clark Little  
Chris Long  
Tim Maxa



Overton McGehee  
Seth Mellen  
William Miles



Rob Modlin  
Chip Moore



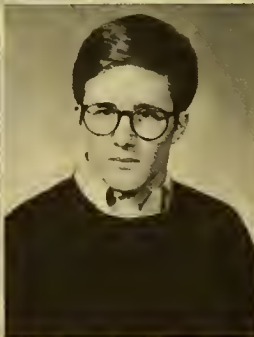
Mark Morris  
David Newton



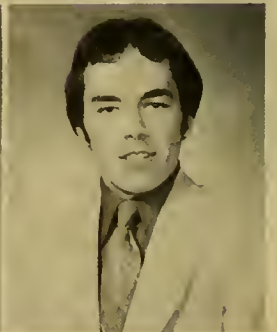
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Mark Oliver



Andy Owens  
Alec Pandaleon



Bill Pantele  
Mark Patterson  
Paul Peters





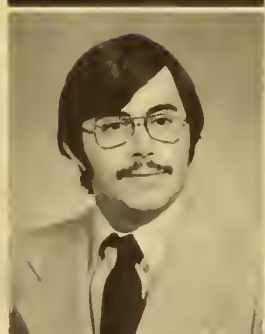
Doug Price  
Jim Richards  
Mark Richards



Pancho Richardson  
Howard Rodman



Bill Rusher  
Vince Salazar



Amos Saunders  
Mitchell Shaner



Willie Shelnut  
Bob Shepherd



Marc Sherrod  
Andy Shipp  
Stewart Sigler



Tim Smith



Callen Sparrow



Joe Springer



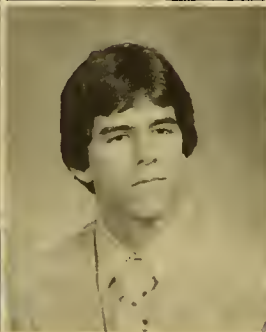
Owen Suter  
Chris Stiebel  
Loon-Kar Tan  
Steve Tedesco



Vince Thomas  
Mark Thompson  
Joe Thornton  
Mike Thornton



Keith Tignor  
Rusty Tindall  
Waring Tribble  
Mike Turner





John Tyler  
Warren Utt  
Doug Warinner  
David Watson



Jim Wayt  
Eddie Whealton  
David White  
James Whitehead



Frank Winks  
Brian Witt  
Mark Yates  
Joe Ziglar



# *Freshmen*





Johnny Anderson  
Charlie Apperson  
Bennett Atwill  
Barry Auerbach



Bruce Baber  
David Ball  
George Ball  
Dudley Bass

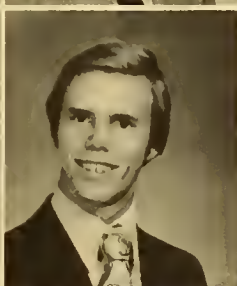
Mike Bishop  
Marty Bohannon  
Stewart Bond



Brian Boucher  
Brad Brown  
John Bullard



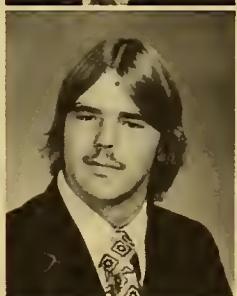
Landon Burke  
Gordon Burks  
Sergio Capocelli



Jeff Carlucci  
Rick Carney  
Doug Carothers



Bruce Coleman  
Jeff Cordes  
Parke Cox





Chuck Crook  
Eddie Cumbey  
Bill Currie  
Tom Curtis  
Mike D'Agata



Jeff Daly  
Mark Davis  
Tom Davis  
Doug Denham  
Dan Doherty



Demetri Economos  
Mike Edwards



Sam Eggleston  
Russ Evans



Mike Fay  
Henry Fine



Tim Fitzpatrick  
David Fletcher



Preston Fox  
Bill Freeman



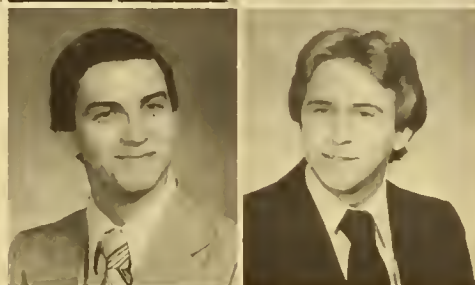




Tracy Gammon  
Ward Good  
Billy Grier  
Bruce Gunn  
Fred Haar



Henry Hale  
Bill Hancock  
David Harrington  
David Haw  
Tim Henry



Louis Holgate  
David Huddle



Ward Huntley  
Danny Huskey



Fred Irving  
Bill Jervey



Bill Jones  
Mike Joynes



Drew Karo  
Dan Keane



John Keesling  
Scott Keller



Tony Kent  
Phillip Key



Ken Kilgour  
John Kyle



Keith Leach  
Ken Leach



Cary Levering  
Bolling Lewis  
Marty Long  
Ed Mack  
Kevin Mahoney



Walter Malone  
Walt Manger  
Camp Marks  
Allen Mason  
Jon Mastropaolo



Mayor McCulloch  
Scott Moorhead  
Bill Morgan  
Reggie Morris  
Dabo Noftsinger







George Norrington



Jon Pananas



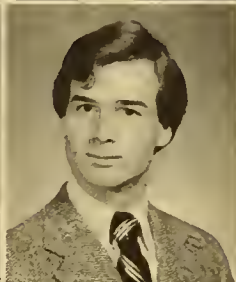
Manie Parker



Mitch Peterson



Andy Pollock  
Dave Porterfield  
Warren Quinn  
Craig Ramsey  
Randy Randolph



Randy Reed  
Everett Revell  
Mike Rhea  
John Rhodes  
Fritz Ritch



James Robertson  
Ted Robertson  
Robert Rose  
Doug Ross  
Scot Ross





Andy Rowe



Mark Rummel  
Raiford Rustin  
Lee Salsbery  
Skip Sawyer  
Danny Schein



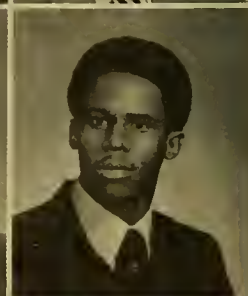
Wes Schuessler  
Mike Schumacher  
Slade Screven  
Kevin Seay  
Rhea Shelton



David Sherrod  
Don Silvester  
Rucker Snead  
Bobby Snidow  
Bill Stephenson



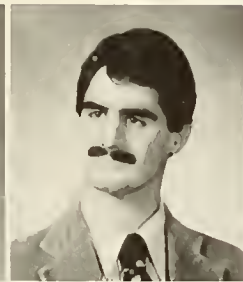
Gordy Stokes  
Jim Taylor  
Phil Taylor  
Jay Thompson  
Warren Thompson



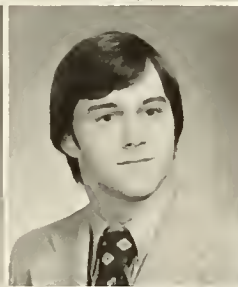




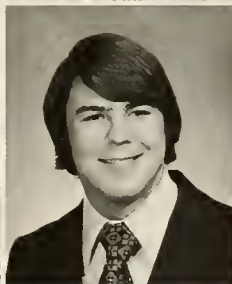
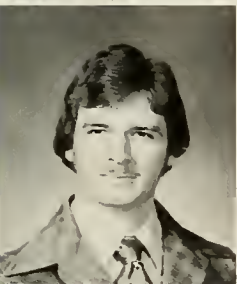
Pete Thornhill



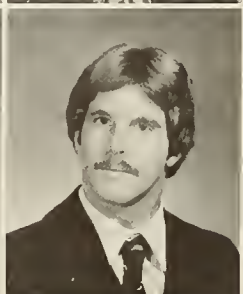
Bill Thornton  
Royster Tucker  
Francis Vanboncoeur  
Craig Vranian  
George Waldrop



Richard Ware  
Frank Watkins  
Doug Watson  
Robbie Watson  
Jim Weaver



Bruce Webb  
Dwight Webb  
David West  
Greg Wilkerson  
Richard Willis

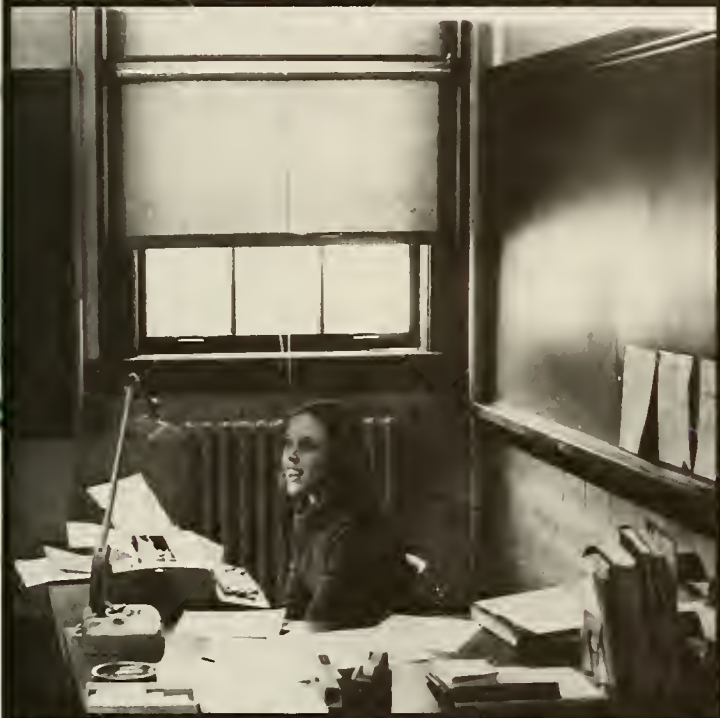


Bill Winfield  
Leonard Winslow  
Taylor Wootton  
Bob Wrenn  
Pete Wyeth





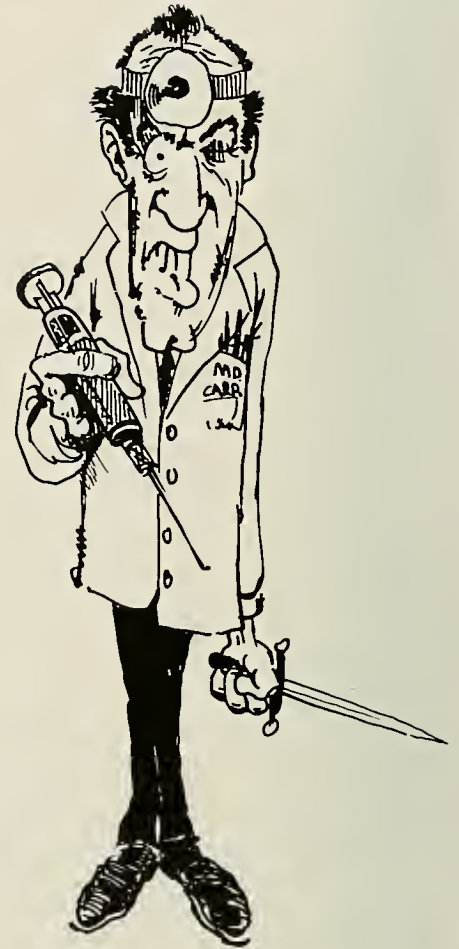
# S T A F F





# Infirmary

Dr. A.B. Adams  
Mrs. Roberta Crawley  
Mrs. Linda Martin



# Campus Security



Charles McFadden

# Buildings and Grounds



I.D. Beaumont  
C.W. Cason  
S.W. Kernodle  
R.E. Oliver  
W.H. Paige  
G.W. Sheffield  
J.M. Spittle  
Mrs. Queta Watson  
Mrs. Merle Wells  
S. Womack





# Book Store

W. Wilson Watson,  
Manager  
Erlene Bowman  
Joyce Eggleston



# H-S Museum

Mrs. P.T. Atkinson, Curator



# Slater





# Secretaries



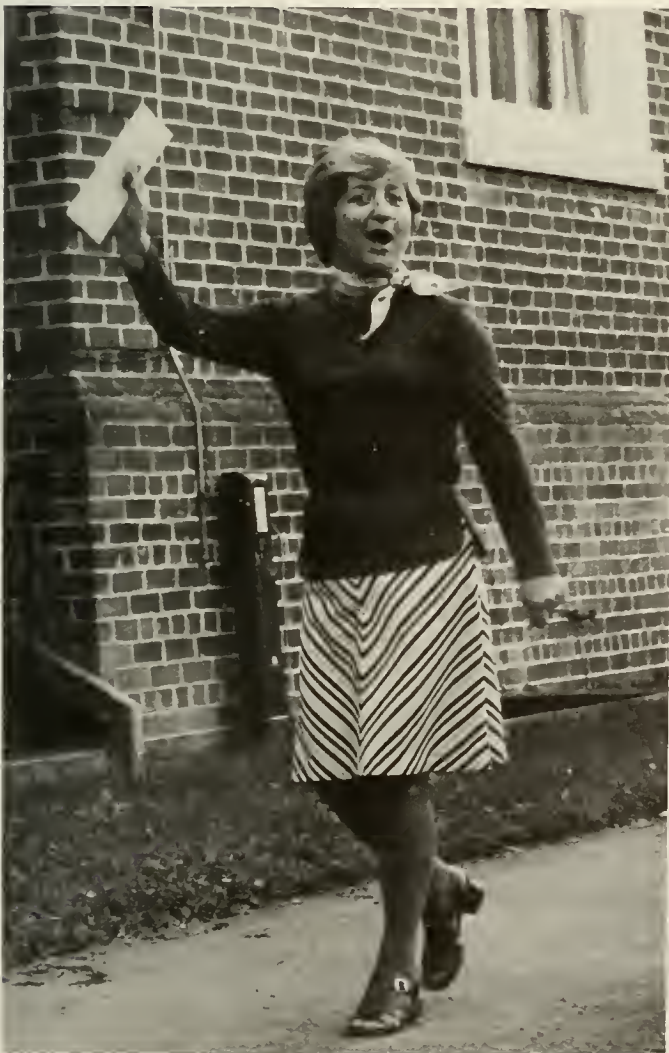
First Row: Vickie Wilson, Brenda Garrett, Kathy Smith, Merci Lackes, Barbara Livingston. Second Row: Shirley Mottley, Florence Seamster, Nancy Saylor, Joyce Thompson, Linnie Kernodle

# Business Office



Virginia McFadden, Doris Cook, Barbara Reinhardt, Erma Clements











# ORGANIZATIONS





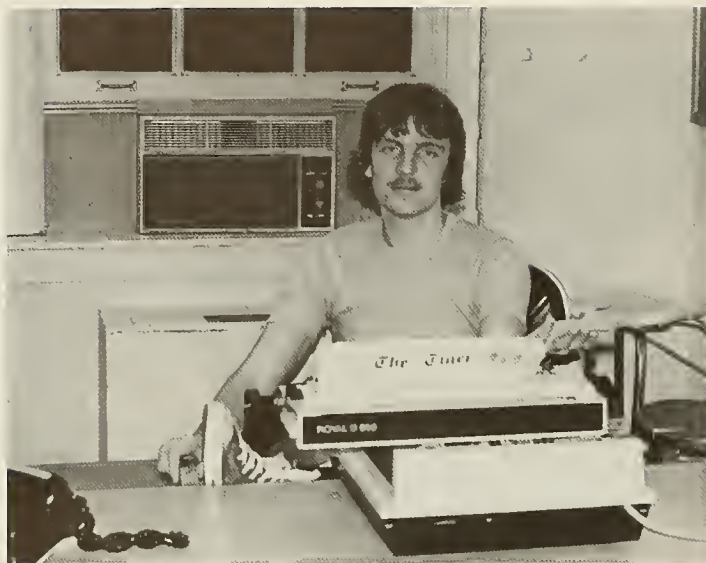


# CIVIC





# The Tiger



Ran Henry, Editor in Chief



Ted O'Hanlan, Review Editor  
Steve Wall, News Editor  
Larry Willis, Sports Editor



First Row: Bill Rusher, David Klein, Jay Best, Ken Woodley, Howard Rodman. Second Row: Sel Harris, Eddie Whealton, Lewis Bell, Fritz Ritsch, Marc Sherrod, Ed Mack, Sam Eggleston, Bill Redd, Joe Richardson. Third Row: David Sherrod, Overton McGehee, Fred Thompson, Mike Fay, Mark Morris, Absent: Allen Rosen, Shep Haw, Mike McCahey, Jeff James, Bill Darden, Barry Cutright, Tim Fitzpatrick, Steve Farthing, Ken Kilgour, Sam Groseclose, Greg DeFrancesco, Greg Haley, Orran Brown, Billy Wimburn.

# Glee Club



First Row: Pete Thornhill, Bill Wingfield, Andy Owens, Paul Brown, John Jeans, Lee Salsbery, Louis Holgate, Jim Richards, Robert Rose. Second Row: Dolph Rustin, Stewart Bond, Warren Quinn, Jim Chou, Phill Bayliss, Dr. Paul Jagasich. Third Row: Robert Snidow, Taylor Boyd, Mark Rummel, John Canter, Wade Kirby, James Whitehead, Francis Varboncoeur, Randy Traynham, Wes Schuessler. Back Row: Mike Rhea, Rick Cash, Doug Hilton, John Rhodes, Jerome Laux, Waring Tribble, Jeff James, Dr. Wayne Tucker, Jim Jones, David Heppner, Marc Sherrod, Fred Irving.



## Garnet

Dan Groseclose, Editor

Lee Driskill, Business Manager

David Klein

Marc Sherrod



# Interfraternity Council

## First Semester

Ted O'Hanlan — President

Tom Coyle — Vice President

Greg Feldman — Sec.-Treas.

## Second Semester

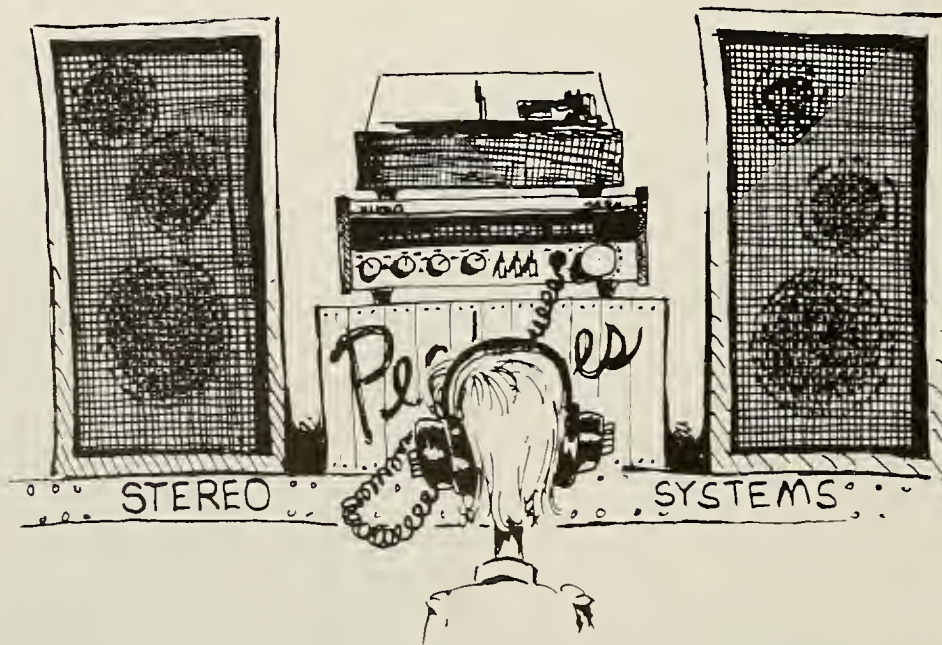
Tom Coyle — President

Drew Fuller — Vice President

Brian Cann — Sec.-Treas.



# Campus Activities Committee



Ben Brown, Sam Groseclose, Ken Johnston  
Tri-Chairmen

# Kaleidoscope



Jay Moore, Co-Editor



Jay Earhart, Co-Editor



## Other Staff

George Wright, Business Manager

Photographers:

Lewis Bell

Andy Pollock

Howard Rodman

Steve Wall

Billy Winburn

Layout Staff:

Louis Holgate

Steve Tedesco

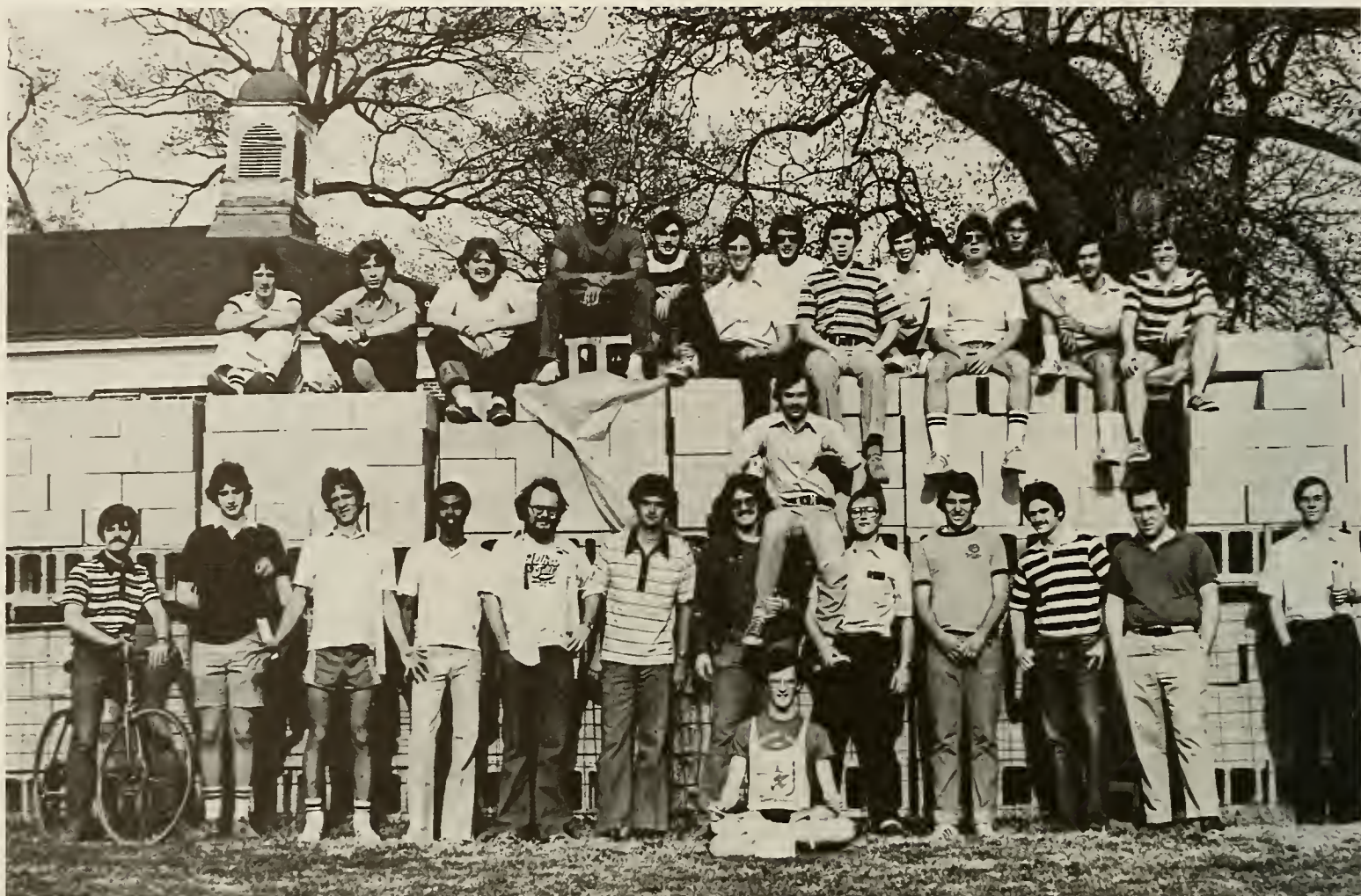
Art Staff:

Anne Joyner

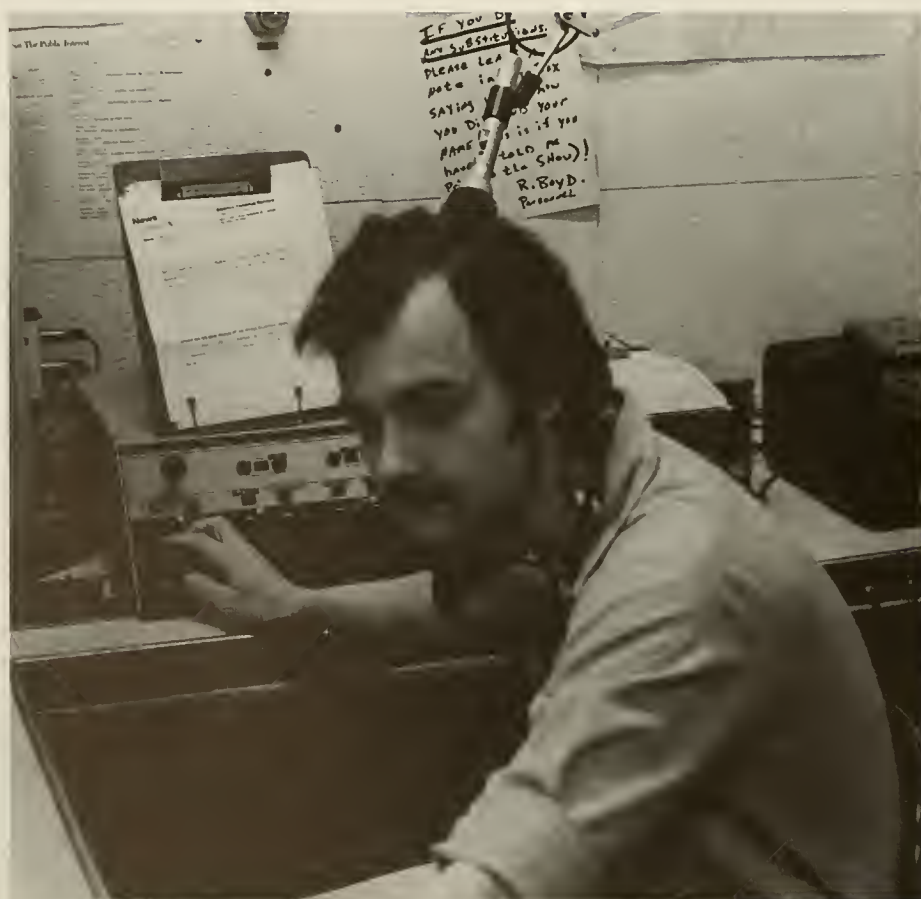
Kathy Rogers

Cathy Hull





First Row (L to R) — Craig LaMond, Pat Berg, Orrin Whyte, Wilbert Parker, Rory Murphy, Howard Rodman, Jerome Laux, Jim Alexander (below) — Paul Smith (above) — Jay Best, Rob Cox, Mark Longerbeam, Bud Fidler, Irv Gratch, James Jennings. Second Row (L to R) — Dan Doherty, Ron Bathner, Tom Bernard, James Whitehead, Amos Saunders, Andy Pollock, Bill Grier, Mike Fay, Kevin Seay, Matt Kasun, Jim Sadighian, Spic Baker, Bill Leach.





# Radio Station

## Board of Publications

Paul Smith . . . . . General Manager  
John Fidler . . . . . Station Manager  
Jerome Laux . . . Program Director  
Harrison DeLancy . . .  
                    . . . Chief Engineer  
Dick Boyd . . . . Personnel Director  
Bill Darden . . . . . News Director  
Dr. Jorge Silveira . . .  
                    . . . Faculty Advisor

John Boross . . Production Director  
Jim Alexander . . . Sports Director  
Jane Pace  
Mary Thompson . . .  
                    . . . Entertainment Directors



First Row — Dr. Farrell, Jay Moore, Bill Redd. Second Row — Ran Henry, Paul Smith, Dr. Sanders.  
Absent — Jay Earhart.





# Student Government Officers



Rick Curtis, Secretary-Treasurer; Bill Redd, President; Orran Brown, Chairman of the Student Court

## Student Court

First Row: Orran Brown, Doug Freeman. Second Row: Marc Sherrod, Doug Watson. Third Row: Sam Eggleston, Bill Pantele. Fourth Row: Waring Tribble, Greg Feldman. Fifth Row: Tom Jackson, Drew Davis. Sixth Row: Bill Morgan. Absent: David Klein, Billy Winburn.



## Student Senate

Mike Harcum  
Tulane Patterson  
Ed Synder  
Bob Chadwick  
Thomas Goode  
Joe Marchetti  
John Corey  
Tim Keena  
David Newton



# Fire Department



Bob Livingston  
George Bumgardner  
Scott Schoenhut  
Marvin Goin  
Mark Longerbeam  
Barry Riddle  
Mark Morris  
Overton McGehee  
Joe Leming  
Mike Dowler  
T.J. Jackson  
Ralph Crawley  
Paul Smith  
John Walke  
Bucky Durham  
Jeff James  
Jeff Alloway

Andy Pollock  
Doug Ross  
James Robertson  
Bob Wrenn  
Bob Keefer  
David White  
David Newton  
Keith Tignor  
Paul Peters  
Ray Williams  
Bart Floyd  
Ben Jones  
Walt Manger  
David Barrs  
Lyle Morton  
Nat Wilkerson  
Lee Salsbery



Chief Bob Livingston





# IBΣ

Iota Beta Sigma is a fraternity  
honoring excellence in broadcasting.

Jay Best  
Dick Boyd  
Charles Clark  
Bill Darden  
Bud Fidler  
Jerome Laux  
Amos Saunders  
Paul Smith  
Orrin Whyte  
Dr. Jorge Silveira

## Who's Who

David Klein  
Sam Groseclose  
Bob Livingston  
Paul Smith  
Ted O'Hanlan  
Ben Brown  
Bill Redd  
Frank Martin  
Orran Brown  
Jay Moore  
Drew Davis  
Wayne Old  
Phil Bayliss  
Allen Rosen  
Tulane Patterson  
Robert Burrell  
Jay Earhart

## Circle K

Wayne Old  
Louis Holgate  
Steve Tedesco  
Bud Fidler  
Pete Watson  
Tom Wall  
Matt Kasun  
Bill Leach

## Students for Community Service

Rick Curtis  
Billy Abbott  
Jim Kelly  
Greg Love  
Dick Bagby  
Bob Calcote  
Jim Ferguson  
Kevin Howard  
Larry Woodward  
Ray Byrd  
Bob Chadwick  
Ford Francis  
Tommy Garner  
Dan Unger  
Trip Wilson  
Greg Wilkerson

# ΠΔΕ

Pi Delta Epsilon is a division of the Society of Collegiate Journalists, an organization created to acknowledge excellence in the area of collegiate journalism.

Jay Best  
Bill Darden  
Jay Earhart  
Bud Fidler  
Dan Groseclose  
Ran Henry  
Jay Moore  
Ted O'Hanlan  
Amos Saunders  
Marc Sherrod  
Paul Smith  
Fred Thompson  
Steve Wall  
Larry Willis  
Billy Winburn  
Ken Woodley  
Dr. William Hendley  
Marty Sherrod  
Dr. Hassel Simpson

# ΟΔΚ

Omicron Delta Kappa is an honorary fraternity recognizing individuals who, through significant leadership in various phases of campus life, contribute wholesomely to the college.

Greg Feldman  
Pete Watson  
Bill Redd  
Orran Brown  
Keith Love  
Rick Curtis  
Wayne Old  
Sam Groseclose  
Phil Bayliss  
Bob Calcote  
Tom Coyle





# ACADEMIC





# ΦΒΚ

## Fratres in Collegio:

Orran Lee Brown  
Samuel Lee Groseclose  
Scott Sheldon Twentyman  
Edward Theodore Wolanski  
Robert Daniel Groseclose  
Philip Martin Bayliss  
Scott Wesley Berglund  
Paul Garland Brown  
Joseph Thomas Francis, Jr.  
Taeho Kim  
Robert Elford Livingston, Jr.  
William DeHart Redd  
Paul English Smith  
Frank Dew Stoneburner, Jr.  
Barrye Langhorne Wall  
Thomas Craven Wall

## Fratres in Facultate:

Dr. Bagby  
Mr. Brinkley  
Dr. Crawley  
Dr. Farrell  
Dr. Heinemann  
Dr. Joyner  
Dr. Norment  
Dr. Porterfield  
Dr. Sanders  
Dr. D.S. Thompson  
Dr. G.H. Thompson  
Dr. Tucker

## Fratres in Urbe:

Mr. Sherrod  
Dr. McClintock  
Dr. Gilmer  
Dr. Holbrook

# ΟΔΕ ΧΒΦ

Omicron Delta Epsilon is an honorary economics fraternity dedicated to the advancement of the study of economics and honoring those students of economics who show particular interest in the discipline.

Philip Davis  
Thomas Godfrey, Jr.  
Joseph Heldreth, III  
J. Christian Kohler  
James Litton  
Harland Miller, III  
J. Adair Moore, Jr.  
Wilson Newell, Jr.  
Barrye Wall  
F. Marcus Fariss  
Frank Pegram  
Robert Ross  
Prof. Robert Harris  
Dr. William Hendley  
Dr. Moses Musoke  
Dr. Francis Spreng

Chi Beta Phi is a national honorary scientific fraternity existing to recognize excellence in scientific endeavors and to encourage participation in scientific fields.

Bob Agee  
Phil Bayliss  
Paul Brown  
Jim Chou  
Richard Curtis  
Amauri Gonzalez  
Sam Groseclose  
Robert Livingston  
Mike Nerney  
Wayne Old  
Barry Riddle  
Dolph Rustin  
Steve Smith  
Hank Stoneburner  
Scott Twentyman  
John Walke  
Tom Wall  
Pete Watson  
Ed Wolanski

# ΗΣΦ

Eta Sigma Phi is the national honorary classical fraternity. Its membership includes those individuals who have demonstrated high proficiency in the study of the classics.

Orran Brown  
Robert Whitt  
Jay White  
Robert Wilson  
Bradley Parsons  
Paul Smith  
Barry Cutright  
Ted O'Hanlan  
Barry Riddle  
William Redd  
Jeff James  
Joe Leming  
Tom Douglas  
Randy Stokes  
William Plunkett  
William Leach  
Scott Berglund  
Lewis Bell  
Bob Agee  
Bob Livingston  
David Haugh  
Greg Feldman  
Tim Keena  
Bart Floyd  
Jim Adams  
Dr. Graves Thompson  
Dr. C. Wayne Tucker  
Mr. John Brinkley  
Dr. Donald Ortner  
Dr. Lewis Drew  
Dr. Richard McClintock  
Mr. Thomas Shomo  
Elsa Harvey  
Mrs. Graves Thompson  
Teresa Wood  
Rhonda Simms

# ΠΣΑ

Pi Sigma Alpha is the National Political Science Honor Society. It recognizes juniors and seniors who have attained high standards of scholarship and academic distinction both in political science and in the sum total of their academic work.

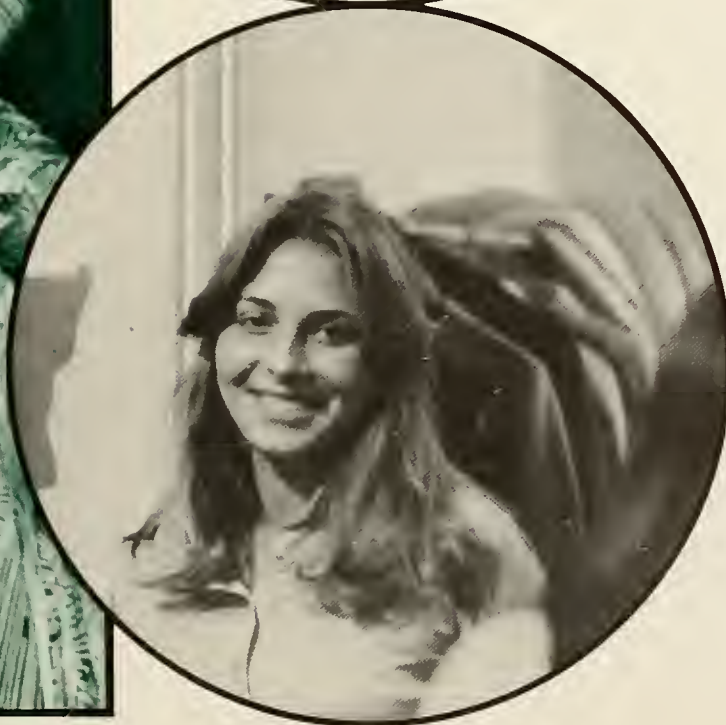
Steven McChristian  
William Redd  
Franklin J. James  
John Canter  
Robert Whitt  
Orran Brown  
Michael Bennett  
Keith Love  
John Carpenter  
Dr. Joseph Goldberg  
Dr. David Holly  
Dr. David Marion  
Dr. James Simms  
Mrs. James Simms  
Dr. Robert Hubbard



EXIT



# S O C I A L





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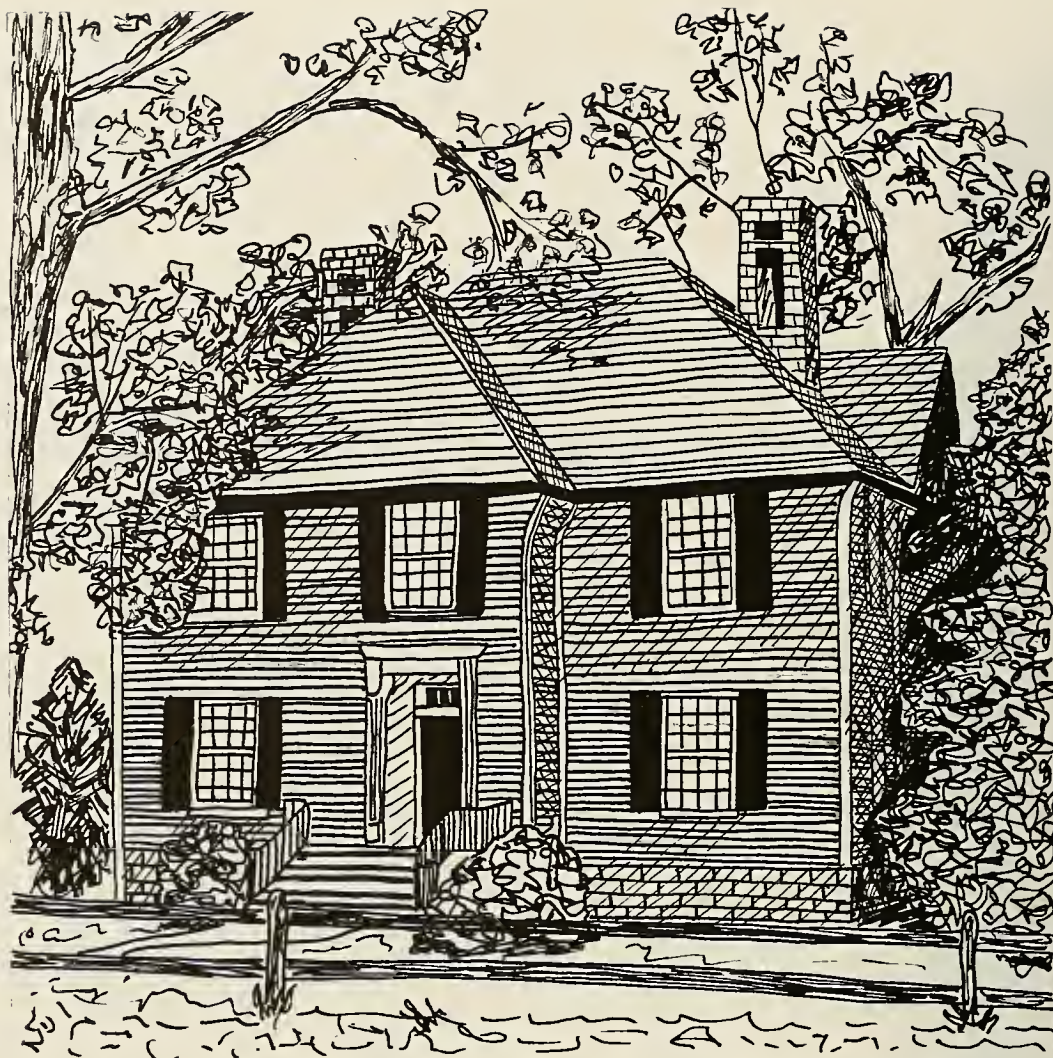
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 B.G. Brown  
 S.G. Caldwell  
 S.G. Green  
 D.H. LaMotte  
 J.C. Lester, Jr.  
 J.E. Mansfield  
 F.C. Martin  
 R.C. Morehead  
 R.S. Sutton  
 T.C. Waddell  
 R.H. Whitt  
 T.M. Akers  
 J.P. Bradner  
 L.L. Dillard  
 D.E. Ellis

F.M. Fariss  
 G.S. Hobbes  
 W.B. Holston, III  
 D.J. Lucey  
 C.R. McKenney  
 R.B. Rustin  
 W.A. Winburn  
 M.F. Ackerman  
 P.B. Baker  
 P.H. Brooks  
 J.L. Davis  
 W.H. Edwards  
 D.R. Fuller  
 R.B. Hare  
 L.P. Huff  
 S.B. Mellen

A.D. Owens  
 S.M. Sigler  
 W.M. Taylor  
 J.T. Wayt  
 J.M. Ziglar  
 C.W. Crook  
 A.D. Feld, Jr.  
 P.D. Fout  
 R.B. Hayes, III  
 C.L. Johnson  
 D.A. Keane  
 J.B. Lewis, III  
 W.H. Morgan, Jr.  
 R.C. Parker  
 R.K. Pearson, Jr.  
 B.K. Witt



CP  
HH  
II





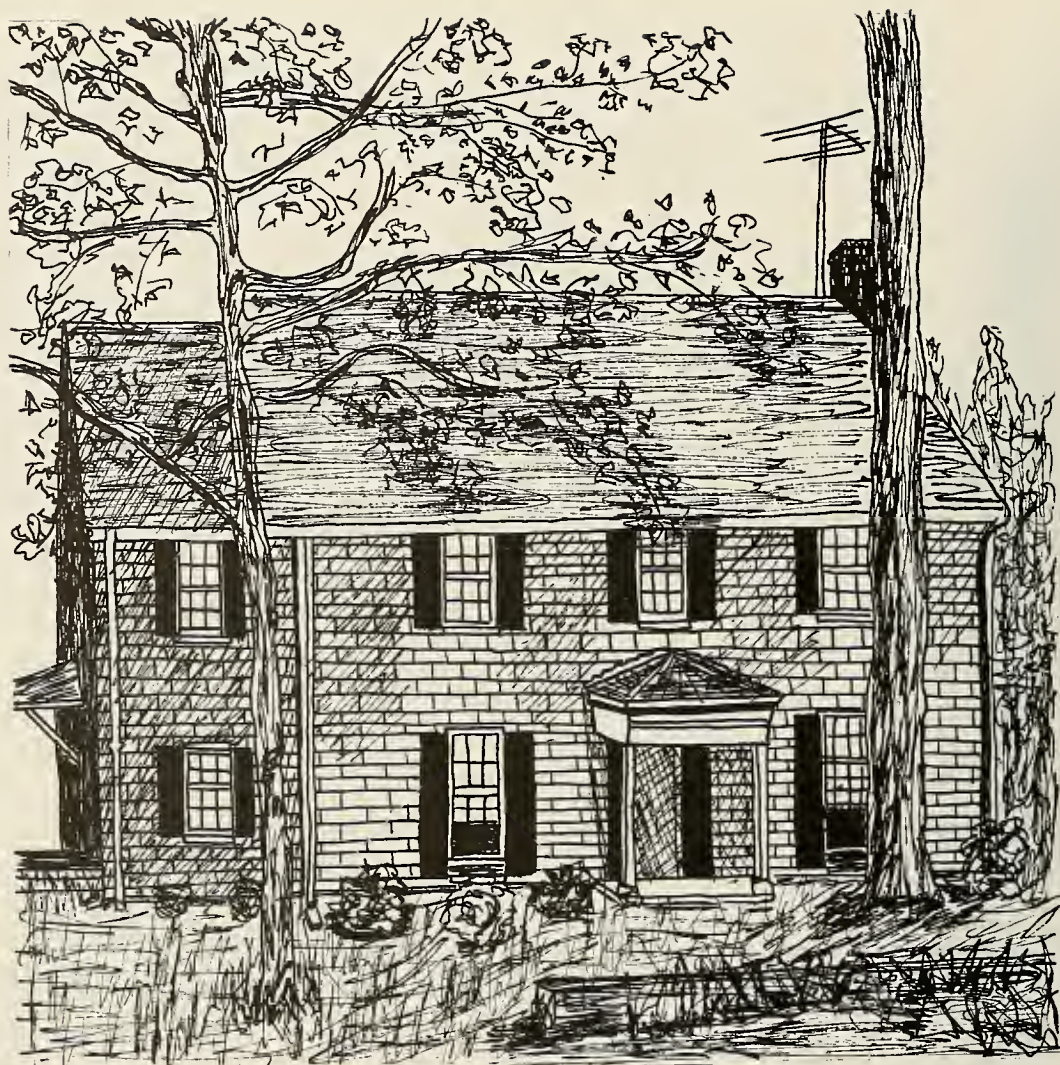


C.I. Clark  
 J.E. Fidler  
 F.C. Hamer  
 D.W. Rennolds  
 R.P. Whitehouse  
 W.C. Hughes  
 M.K. Kiser  
 G.C. Lee  
 R.P. Mason  
 J.C. Richardson

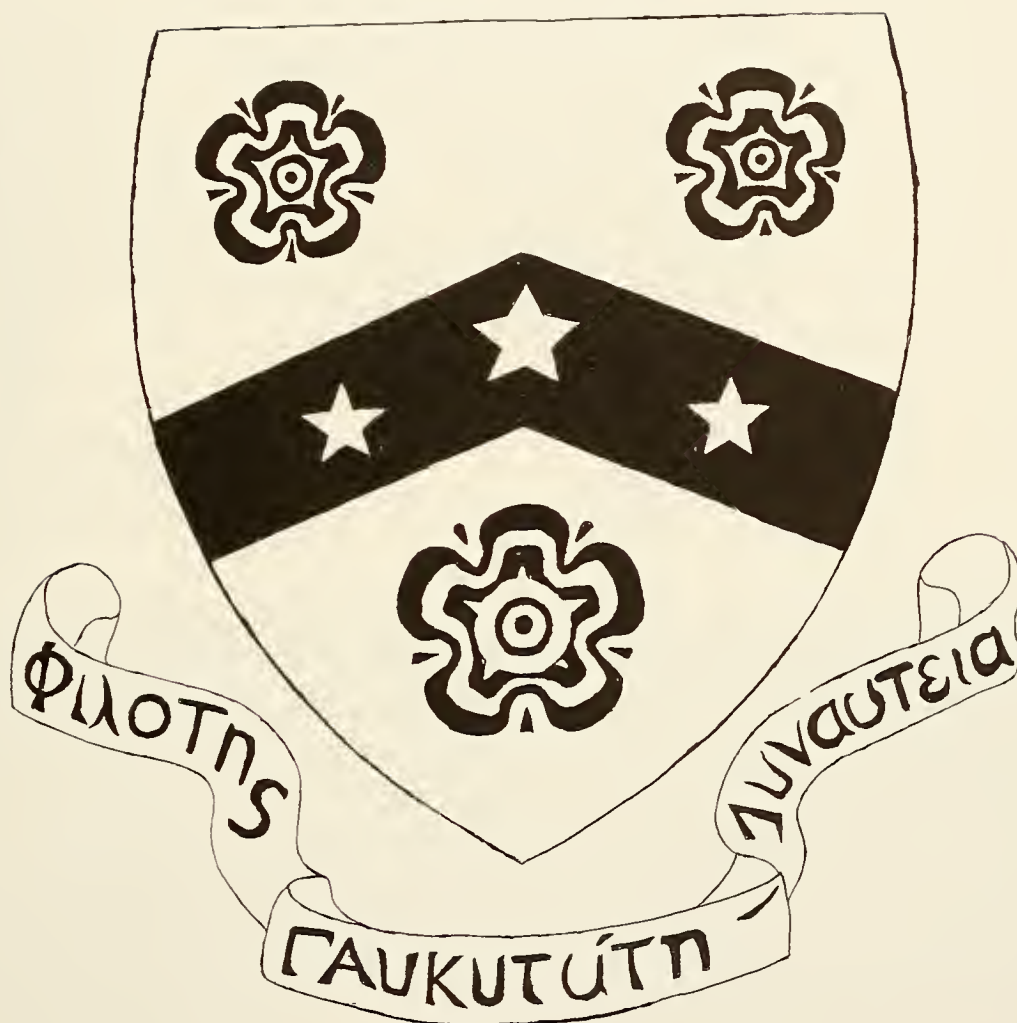
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 J.V. Ciucci  
 D.R. Hauch  
 W.G. Plunkett  
 R.J. Shepherd  
 D.M. Slack  
 D.P. Watson  
 W.D. Bass  
 G.D. Mason  
 G.S. Waldrop



P G D  
H A E  
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M T  
A A







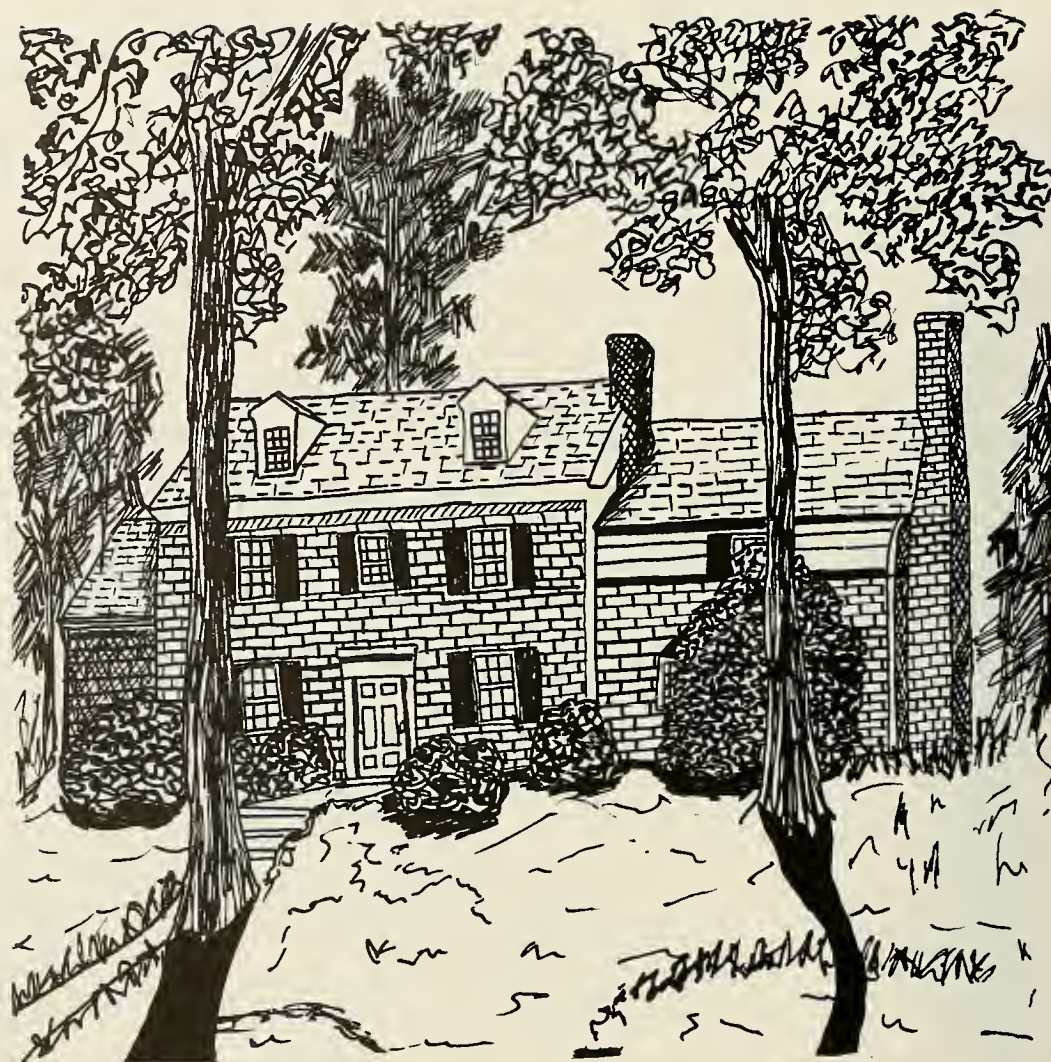
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J.W.F. Canter  
M.W. Goodin  
D.G. Graham  
R.D. Harris  
F.J. James  
J.E. Sommers, III  
T.C. Wall  
J.D. Carneal, Jr.  
J.T.M. Chou  
S.J. Coffield

J.B. Coulter  
J.J. Fararo  
H.R. Gielow  
E.S. Hunter, III  
C.D. Laughlin  
G.F. Willman  
J.W. Anderson, Jr.  
B.W. Auerbach  
B.A. Baber, Jr.  
D.S. Denham  
S.D. Farthing

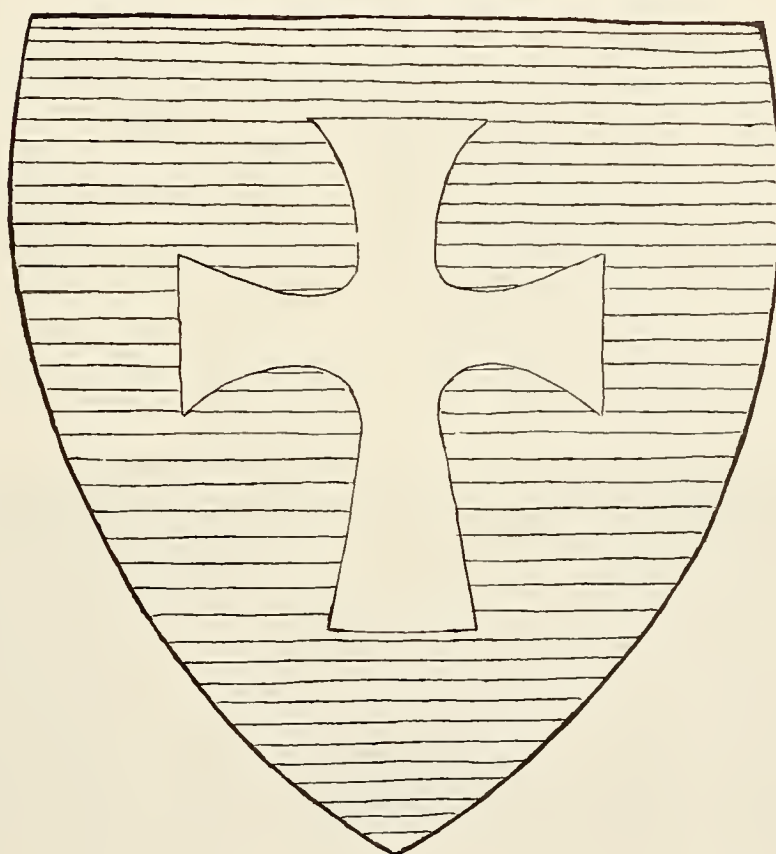
T.M. Fitzpatrick  
D.H. Fletcher  
W.J. Hancock  
J.C. Keesling  
P.S. Laughlin  
J.S. Pananas  
D.L. Porterfield  
M.C. Rummel  
D.J. Rutledge  
W. Schuessler



# SIGMA







J.G. Baker  
C.F. Blackwell  
J.M. Burbank  
B.M. Cart  
D.M. Daniel  
N.P. Farmer  
G.M. Fauth  
C.L. Pitzer  
S.E. Wall  
T.B. Archer  
P.E. Armstrong

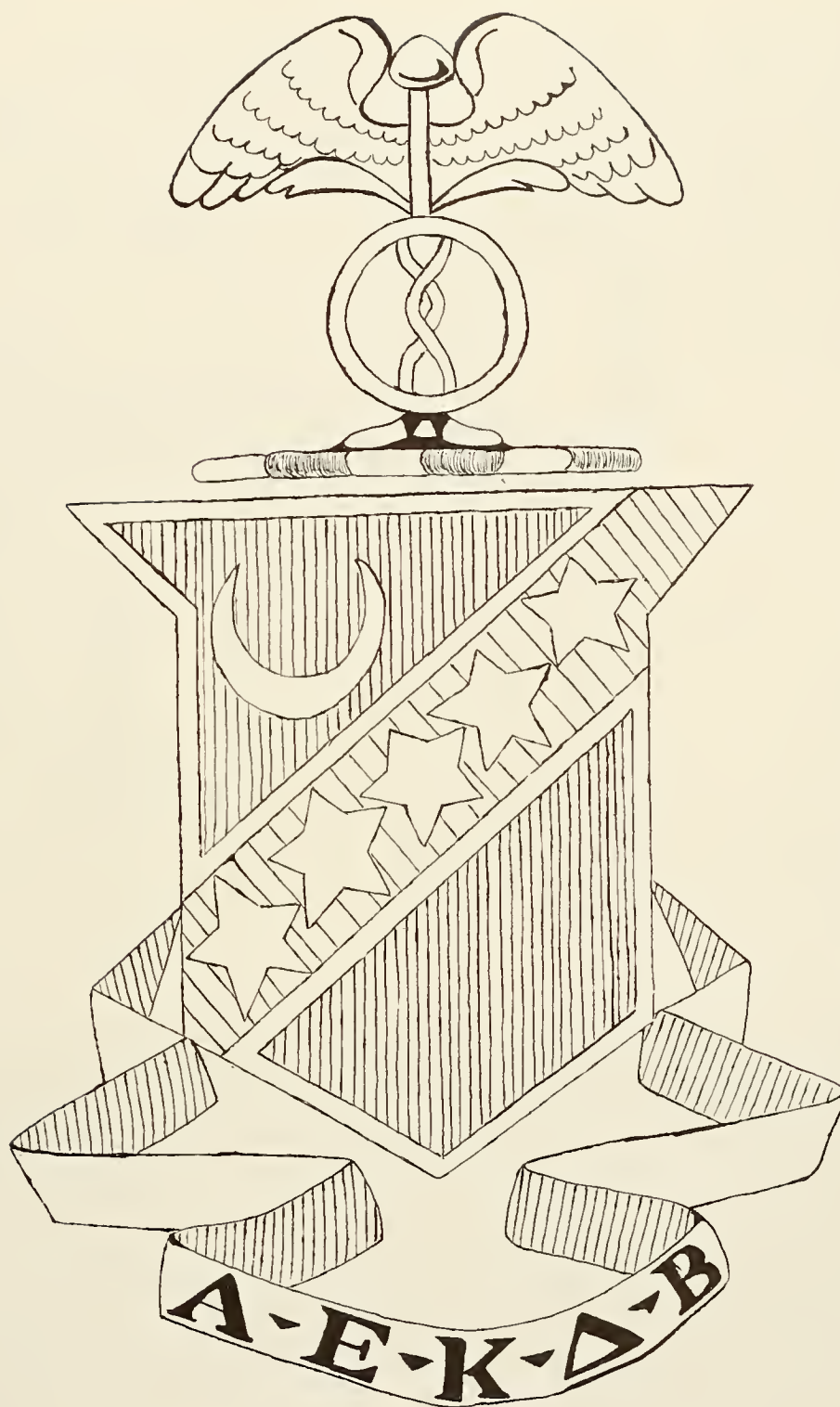
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W.D. Blackford  
R.V. Hatcher  
S.L. Hughey  
J.K. Killgore  
J.A. Martin, Jr.  
J.A. Mell  
C.S. Shaw  
C.L. Bradshaw  
R.T. Brierre, III  
W.D. Brown, IV

J.D. Burke  
W.A. Dickinson, III  
D.C. Poehler  
G.R. Preas, II  
J.C. Sparrow  
E.B. Tazewell  
S.H. Tucker  
W.E. Harrison  
J.S. Molster  
W.C. Newman, IV



# KAPPA SIGMA





B.M. Boze  
 B.L. Driskill  
 J.S. Haw  
 C.P. Kiely  
 D.A. Klein  
 D.T. Marks  
 J.M. McMahon  
 J.C. McEwen  
 John A. Moore, Jr.  
 W.S. Moore  
 J.D. Patton  
 J.F. Peebles

R.G. White  
 P.C. Bowles  
 E.H. Crenshaw  
 R.P. Epperson  
 R.A. Farmar  
 G.W. Feldmann  
 T.E. Goode  
 J.P. Irby  
 E.A. Koroneos  
 H.W. Maclin  
 J.F. Outten  
 R.M. Paul

T.L. Preston  
 R.S. Reinhardt  
 R.R. Rosebro  
 R.B. Taylor  
 E.S. Boze  
 B.M. Cann  
 E.C. Craighill  
 C.S. Long  
 W.R. Nexten  
 J.G. Overton  
 J.R. Springer  
 J.B. Bullard, III

D.W. Burgess  
 W.A. Carrington  
 J.W. Craddock  
 C.J. Daly  
 G.L. Crenshaw  
 W.S. Driskill  
 R.W. Good  
 W.A. Karo  
 C.C. Levering  
 D.C. Marks  
 W.S. Roberts  
 F.P. Watkins, Jr.



P I S A  
I G P  
M H  
A A





R.A. Davis  
G.W. Duncan  
K.W. Lewis  
G.G. Love  
W.S. Mahanes  
N.B. Slone  
R.M. Wilson  
R.E. Appleton  
R.A. Bagby  
B.E. Bondurant  
R.D. Calcote  
R.G. Chadwick

D.P. Corrigan  
R.E. Curtis  
L.F. Elliott  
J.D. Ferguson  
K.M. Howard  
T.M. Jackson  
J.P. Marchetti  
G.M. Pace  
W.P. Smith  
C.T. Talley  
L.H. Woodward  
I.R. Byrd

R.E. Cash  
R.F. Francis  
T.A. Garner  
T.P. Gray  
C.H. Helm  
O.L. Schrum  
D.V. Unger  
N.W. Wilson  
M.E. Yates  
M.R. Bohannon  
G.E. Burks, III  
J.B. Coleman

J.O. Cordes  
P.H. Cox, III  
F.B. Lawrence  
J.D. Mastropoalo  
A.C. Rowe, Jr.  
J.C. Taylor, III  
J.C. Thompson, Jr.  
F.G. Varboncoeur  
W.N. Watkins  
P.G. Wilkerson



K  
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A







W.L. Abbott  
D.M. Clough  
J.M. Daly  
D.B. Darden  
R.E. English  
R.D. Foster  
D.S. Freeman  
M.S. Harcum  
R.B. Huskey  
J.W. Kelly  
W.B. Newell  
P.T. Patterson

W.D. Redd  
C.P. Sargeant  
V.L. Silvestri  
J.W. White  
E.M. Adkins  
S.S. Aron  
D.M. Brown  
G.F. Burnette  
T.C.G. Coyle  
J.S. Jones  
W.W. Newell  
S.R. Peterson

W.D. Richmond  
P.R. Watson  
J.K. Woodley  
D.R. Benner  
T.F. Carter  
R.W. Dodd  
R.L. Duffer  
B.F. Knight  
M.W. Patterson  
A.R. Shipp  
T.A. Smith  
J.A. Tyler

W.R. Currie  
W.L. Freeman  
D.A.S. Heppner  
D.F. Huddle  
D.A. Huskey  
W.D. Jones  
B.W. Paulette  
M.P. Peterson  
R.E. Snidow  
J.K. Thompson, Jr.  
D.C. Watson



# THE TA





A.H. Bell  
P.G. Davis  
P.D. Devine  
C.L. Fulton  
D.H. Gates  
T.W. Godfrey  
C.A. Harris  
D.P. Holt  
R.B. Johnson  
T.C. Johnson  
R.M. Johnson  
T.P. McDonald

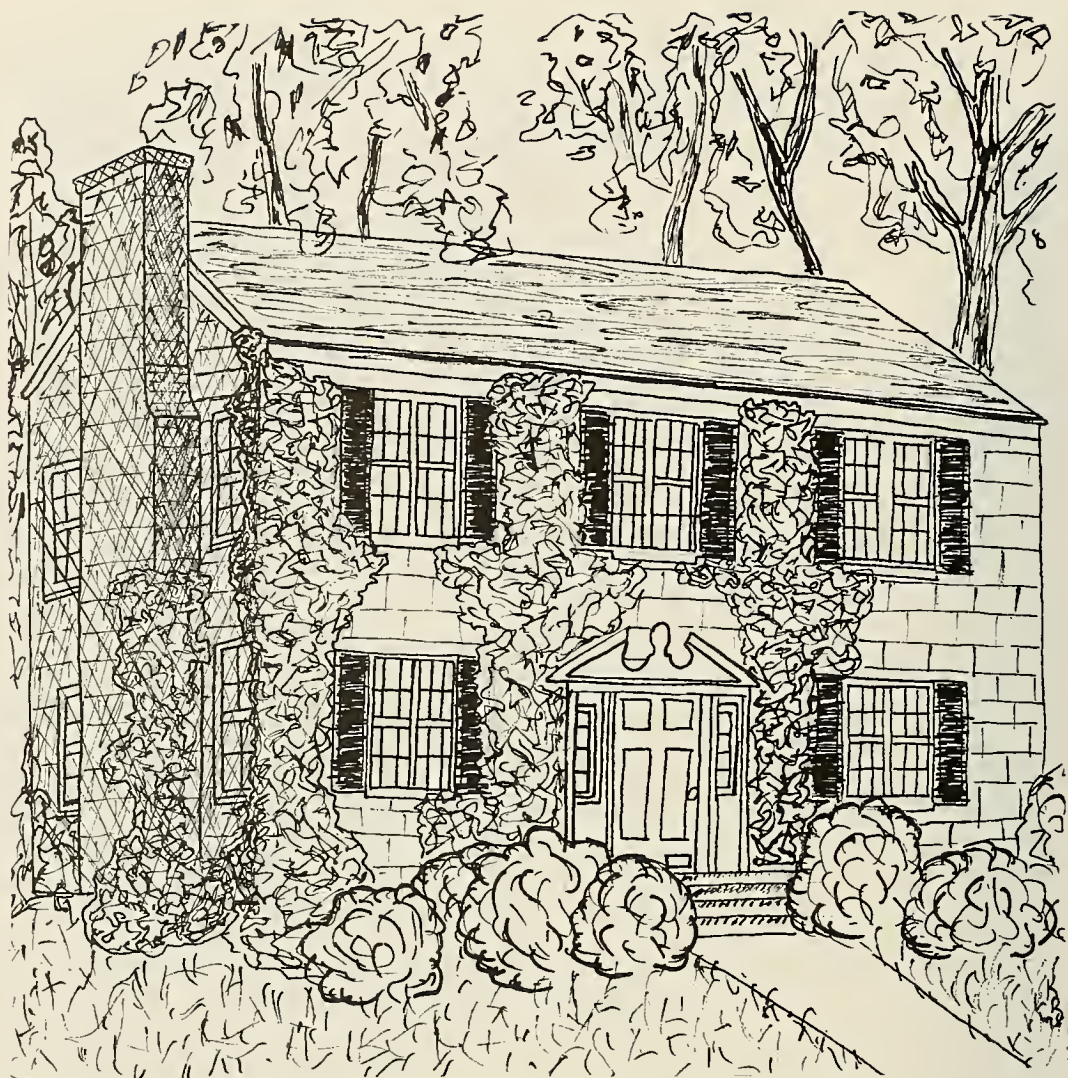
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H.W. Niedermayer  
D.J. Newcomer  
E.V. O'Hanlan  
B.C. Phillips  
W. Rosenburger  
W.D. Risher  
E.P. Snyder  
C.S.M. Tipton  
R.E. Traynham  
J.M. Underwood  
S.D. Adsit

M.A. Henry  
R.W. Oldfield  
T.L. Stokes  
J.M. Wolcott  
J.S. Harris  
W.V. Hull  
R.C. Modlin  
J.R. Stokes  
W. Tribble  
D.R. Wyatt  
D.M. Ball  
R.L. Carney

C.E. Caton  
R.N. Doummar  
T.W. Gammon  
G.J. Haley  
A.P. Myers, Jr.  
D.C. Noftsinger  
G.D. Norrington  
M.A. Rhea  
W.R. Shelton  
W.C. Stephenson, IV  
G.K. Stokes  
J.D. Taylor



# LAMBDA CHIA ALPHA

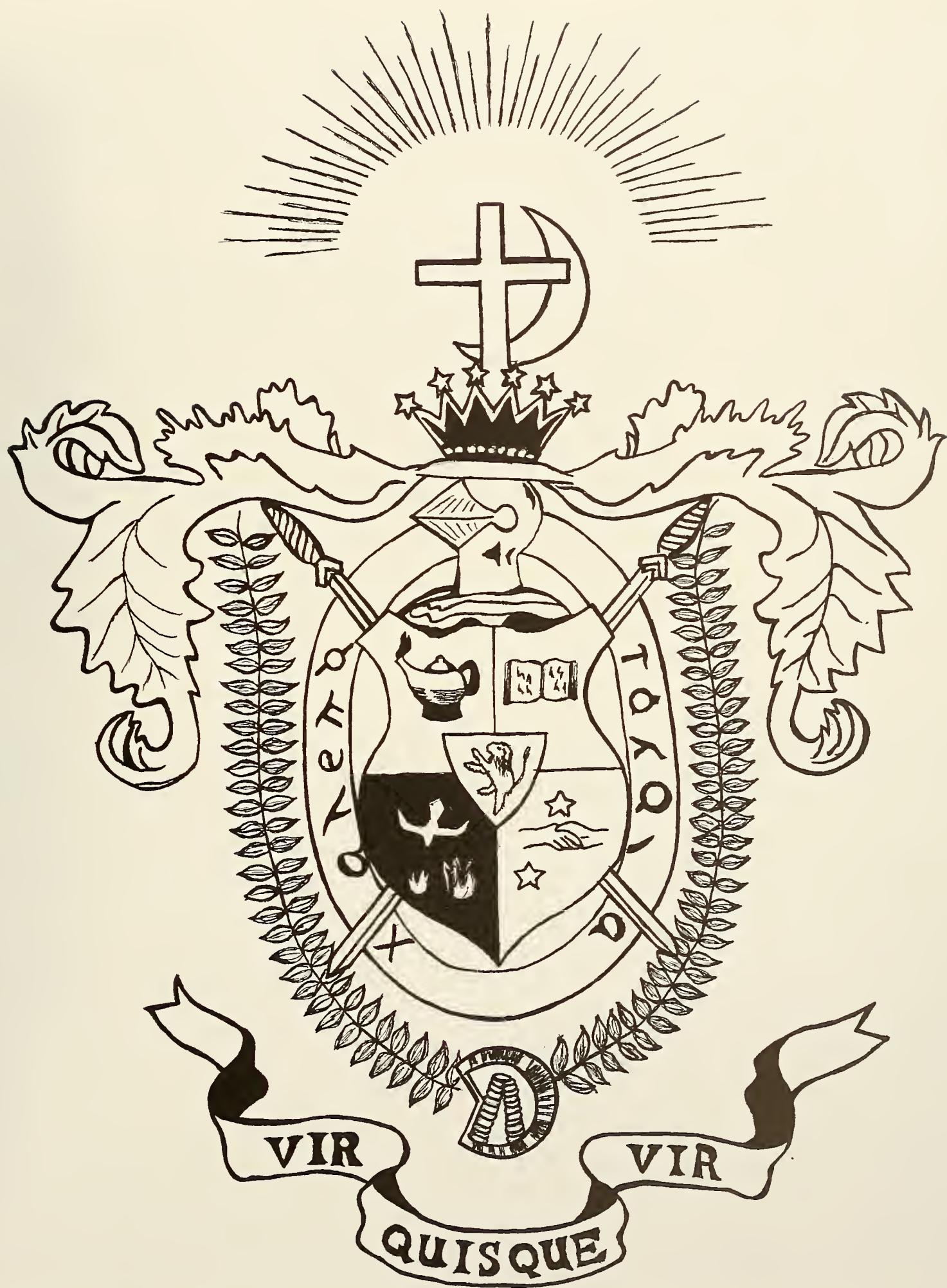


R.R. Dawson  
M.S. Feinmann  
J.B. Heldreth  
J.G. Hofler  
H.R. Hicks  
W.R. Landreth  
W.B. Lumpkin  
J.V. Menendez  
R.B. Merrell  
D.L. Roberts  
W.L. Sager  
F.D. Stoneburner  
D.H. VanNess  
B.L. Wall

G.J. Beck  
M.T. Bennett  
W.L. Birdsong  
R.C. Clary  
K.H. Dietrich  
J.G. Eagan  
J.G. Face  
R.H. Lea  
P.W. Squire  
J.E. Williams  
S.E. Zedaker  
A.P. Atha  
J.G. Atkinson  
H.H. Bateman

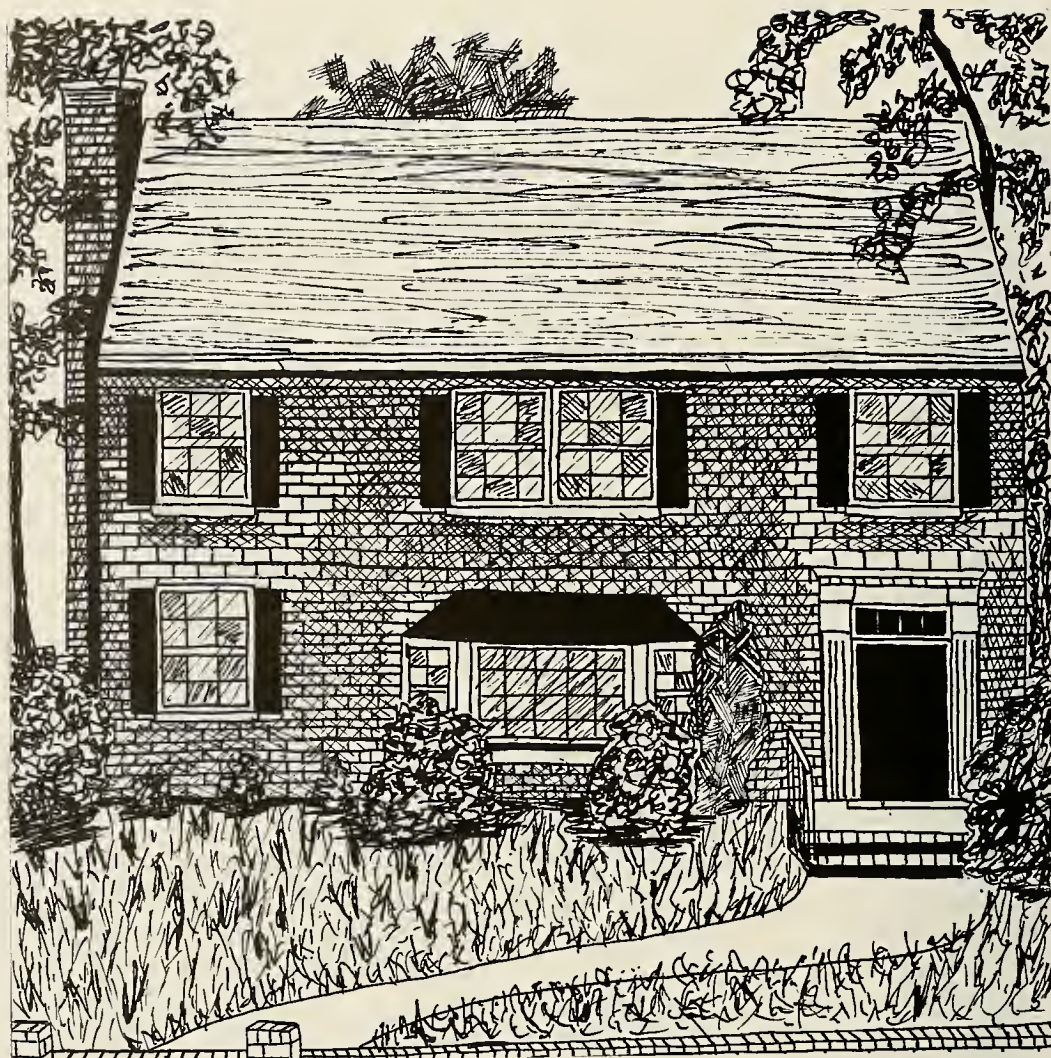
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J.M. Face  
C.R. Fralin  
W.E. Hardy  
D.W. Harris  
R.A. Henley  
G.A. Horkan  
B.L. Howlett  
D.R. Jordan  
J.M. Kasun  
D.C. McElwee  
C.F. Moore, III  
W.J. Pantele

F.F. Senter  
G.S. Talley  
E.D. Warinner  
E.B. Atwill  
G.B. Brown  
L.M. Burke  
T.M. Cozad, Jr.  
P.W. Key  
R.C. Revercomb  
S.A. Ross  
H.B. Vincent, Jr.  
J.B. Weaver  
R.T.P. Willis





# SIGMA







D.T. Beasley  
T.M. Crowder  
N.C. Dombalis  
J.B. Earhart  
T.M. Heery  
J.J. Hundley  
R.L. Lapp  
M.E. Nerney  
T.W. Osgood  
C.D. Porter  
C.H. Webb  
C.W. Hotchkiss

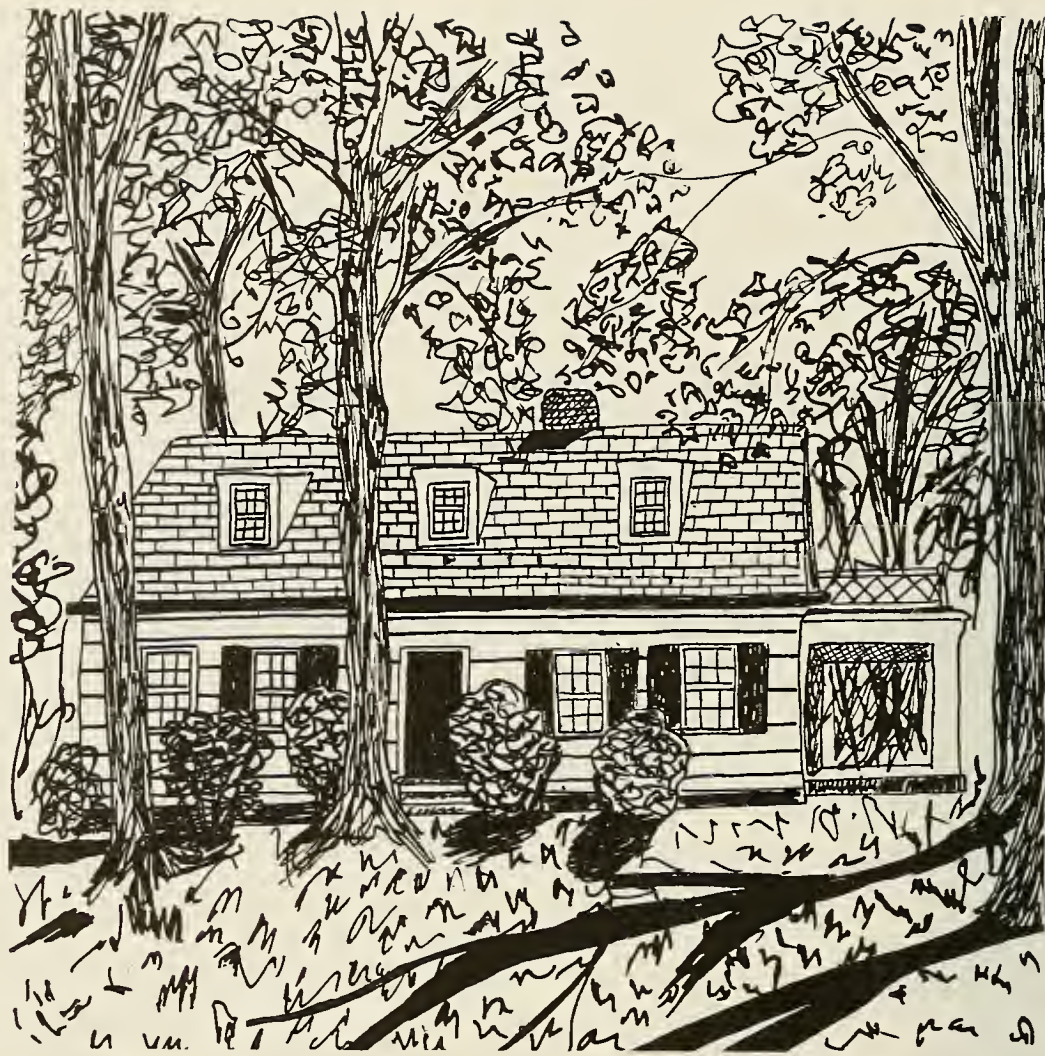
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G.B. Spurgin  
R.B. Thompson  
J.V. Babashak  
T.F. Boyd  
G.C. Buchanan  
W.H.O. Kirby  
J.D. Thornton  
J.W. Utt, Jr.  
G. Wright, IV

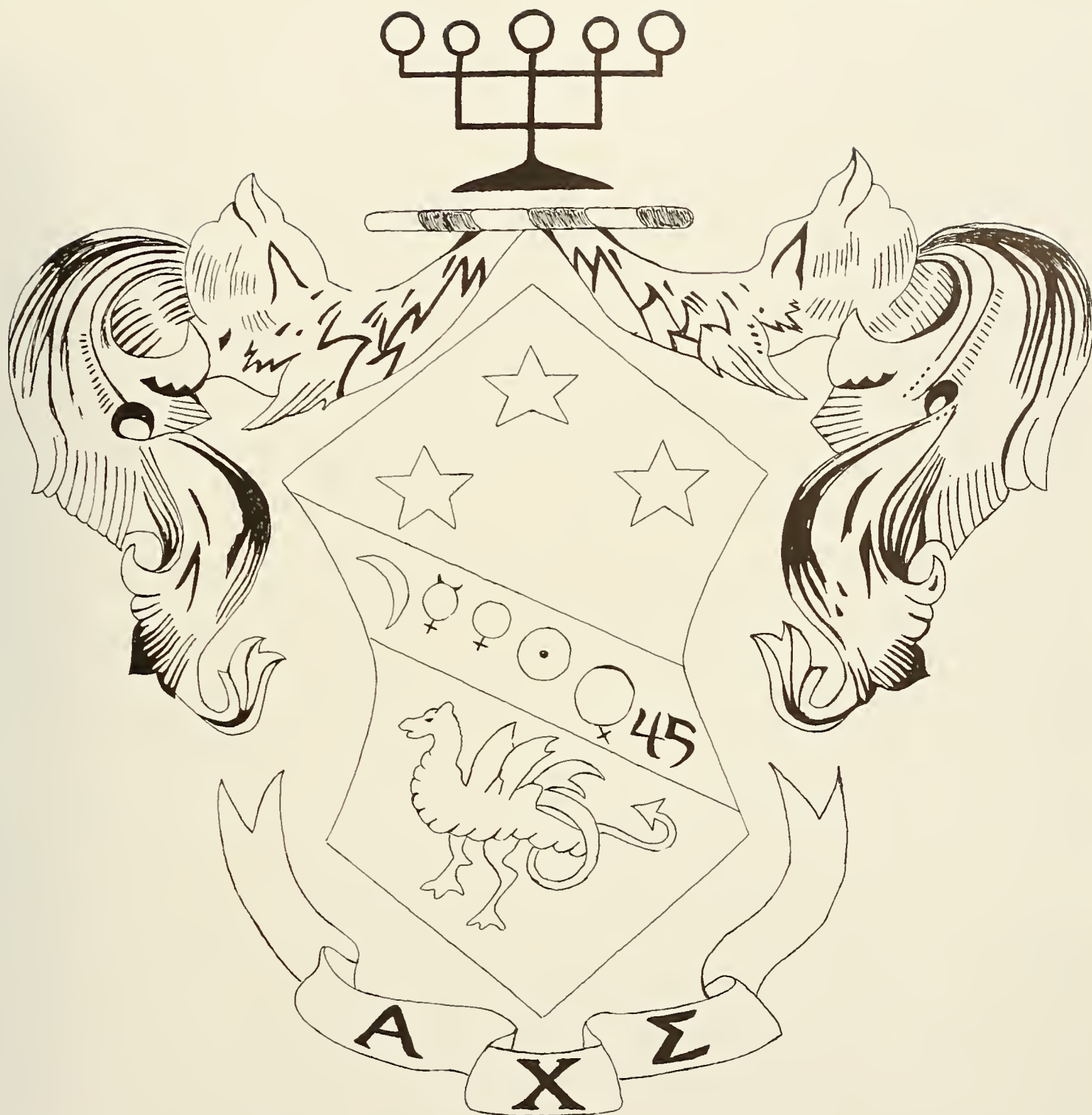
G.G. Ball, Jr.  
M.E. Bishop  
E.F. Brown  
S. Capocelli  
T.M. Davis  
F.H. Haar, Jr.  
D.M. Harrington  
J.M. Hoke  
F.F. Irving  
L.N. Joynes, II  
J.L. Kyle

W.M. Long  
W.J. Malone, Jr.  
C.A. Mason  
M.L. McKinnon  
W.G. Mikell, Jr.  
W.A. Quinn  
P.R. Randolph  
J.R. Rhodes  
J.S. Sørensen  
L.R. Snead  
T.F. Wilcox



# S I G M A A C H I V E A L P H A





P.G. Brown  
 T. Kim  
 R.E. Livingston, Jr.  
 W.R. Murphy, III  
 B.L. Riddle  
 P.E. Smith  
 S.S. Twentyman  
 J.W. Walke  
 E.T. Wolanski  
 R.L. Agee  
 P.D. Blanton  
 S.J. Chu  
 C.G. Lamond

J.J. Sadighian  
 P.D. Seay  
 S.C. Smith  
 J.A.C. Wadsworth  
 J.E. Laux  
 M.S. Morris  
 D.G. Ogle  
 D.K. Doherty  
 R.M. Fay  
 B.L. Greer  
 R.B. Gunn  
 A.J. Pollock  
 L.K. Salsbery







# ATHLETICS





# FOOTBALL











## 1977 Football

(9-1)

H-SC	27	Guilford	6
H-SC	22	Sewanee	0
H-SC	14	James Madison University	17
H-SC	35	Bridgewater	7
H-SC	44	Liberty Baptist College	24
H-SC	49	Washington and Lee	0
H-SC	24	Davidson	20
H-SC	38	Emory and Henry	20
H-SC	28	Maryville	11
H-SC	35	Randolph-Macon College	7
N.C.A.A. Division III First Round Playoff			
H-SC	45	Albany State	51

All O.D.A.C.

Jimmy Ferguson — "Player of the Year"	
Stokeley Fulton — "Coach of the Year"	
First Team	Second Team
Jimmy Ferguson, RB	Joe Heldreth, OT
Ben Newell, WR	Wally Moore, C
Bob Wilson, OT	Keith Lewis, TE
Keith Love, OG	Bill Moore, RB
Dale Marks, QB	Cecil Talley, DT
Mike Adams, Punter	Jim Thompson, LB
Tim Smith, DT	Rick English, DB
Noel Slone, DE	Frank Fulton, DB
Mike Harcum, DB	

Division III All-American

Jimmy Ferguson — Second Team, running back  
 Bob Wilson — Third Team, offensive tackle  
 Ben Newell — Honorable Mention, wide receiver





## Honors

### Richmond Touchdown Club

Jimmy Ferguson — Small College Offensive Player of the Year  
 Stokeley Fulton — Small College Football Coach of the Year

### N.C.A.A.

Jimmy Ferguson — Ranked second in Division III in rushing per game (139.5 yards) and scoring (10.7 points).

### Kodak Division III All-American

Bob Wilson — First Team, offensive lineman

### Football Lettermen

M. Adkins  
 E. Bondurant  
 B. Calcote  
 R. Cash  
 J. Cordes  
 R. Curtis

D. Davis  
 G. DeFrancisco  
 J. Eagan  
 R. English  
 J. Ferguson  
 R. Fralin

F. Francis  
 F. Fulton  
 T. Garner  
 T. Gray  
 M. Harcum  
 D. Harris  
 J. Heldreth  
 K. Howard  
 B. Junes  
 F. Lawrance  
 R. Leach  
 K. Lewis  
 K. Love  
 D. Marks  
 T. Maxa  
 B. Merrell  
 B. Moore  
 W. Moore  
 S. Moorhead  
 B. Newell

T. Patterson  
 W. Redd  
 S. Sawyer  
 O. Schrum  
 N. Slone  
 T. Smith  
 C. Steibel  
 S. Sudduth  
 C. Talley  
 J. Thompson  
 D. Unger  
 B. Wilson  
 L. Woodward

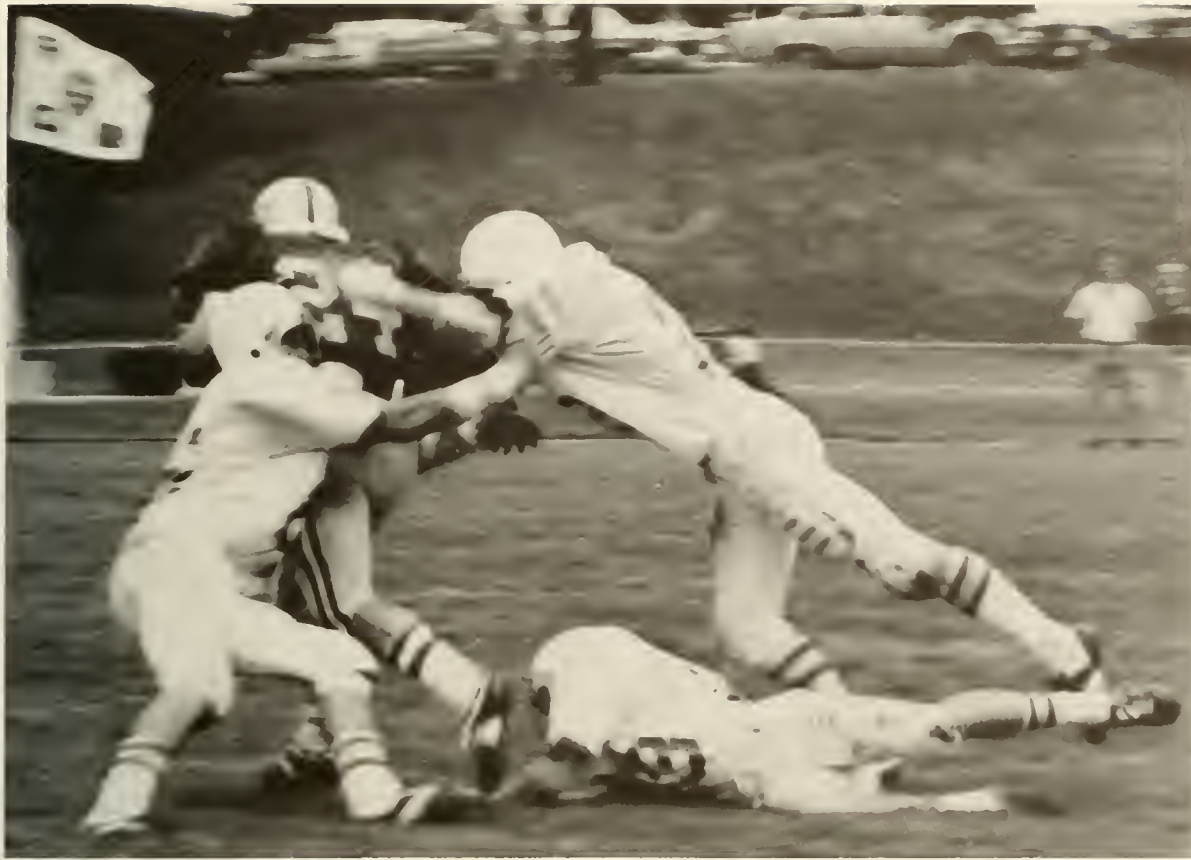


## Cheerleaders

Top Row: Colleen McGary,  
Sharon Janovich; middle row:  
Connie Turner, Trisha Williams;  
bottom row: Cynthia Miller,  
Regina Mason, Peggy Bryant,  
Pat Carnes.

















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THE  
HILL









# S O C C E R



H-SC	0	Virginia Military Institute	2
H-SC	1	Radford	2
H-SC	0	Lynchburg	1
H-SC	2	Liberty Baptist College	0
H-SC	1	University of Virginia	5
H-SC	0	N.C. Wesleyan	2
H-SC	5	University of Richmond	1
H-SC	1	Pfeiffer	6
H-SC	1	Washington and Lee	0
H-SC	1	Roanoke	3
H-SC	1	Christopher Newport	4
H-SC	1	Eastern Mennonite	2
H-SC	0	Randolph-Macon College	3
H-SC	9	Longwood College	2





First Row: Tom Crowder, Harland Miller, Tom Osgood, David Holt, Jay Hundley, Pat Devine, Eric Zedaker, Davis Wildman, Jim Adams, Martin Ferrara. Second Row: Mark Rummell, Will Willman, Lunsford Johnson, Frank Watkins, Bill Freeman, Sergio Capocelli, David Clough, Bill Richmond, Fred Harr, Randy Randolph, George Ball, Mike McKinnon, Ed Brown, Mike Hoke, Coach Simms.











# RUGBY







CROSS COUNTRY







## Team Roster

Jim Alexander  
 John Canter  
 Jim Chou  
 Billy Greer  
 Wade Kirby  
 Bruce Phillips



(1-10)			
H-SC	68	Virginia Military Institute	17
H-SC	68	Liberty Baptist College	56
H-SC	80	Davidson	20
H-SC	80	Lynchburg	41
H-SC	99	James Madison University	16
H-SC	99	Lynchburg	52
H-SC	99	Roanoke	76
H-SC	22	Radford	39
H-SC	115	Eastern Mennonite	26
H-SC	115	James Madison University	31
H-SC	115	Washington and Lee	70

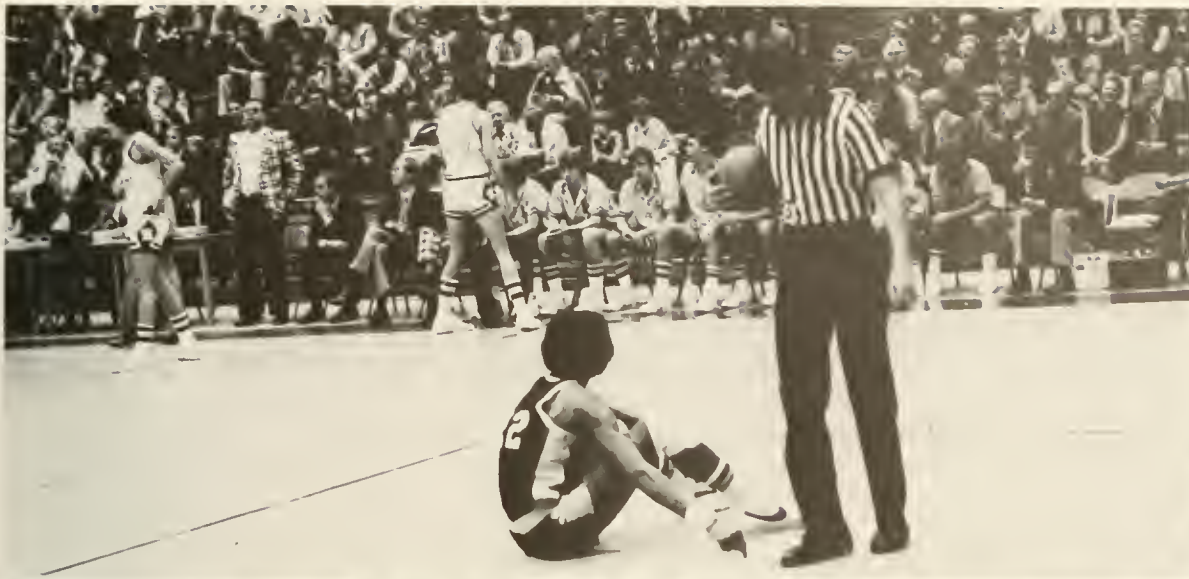




# BASKETBALL











## Lettermen

R. Burrell  
D. Corrigan  
L. Elliott  
T. Jackson  
F. Godbold  
B. Howlett  
E. Owens  
J. Masterpaolo  
A. Payne  
B. Shelly  
R. Tindall  
R. Tucker

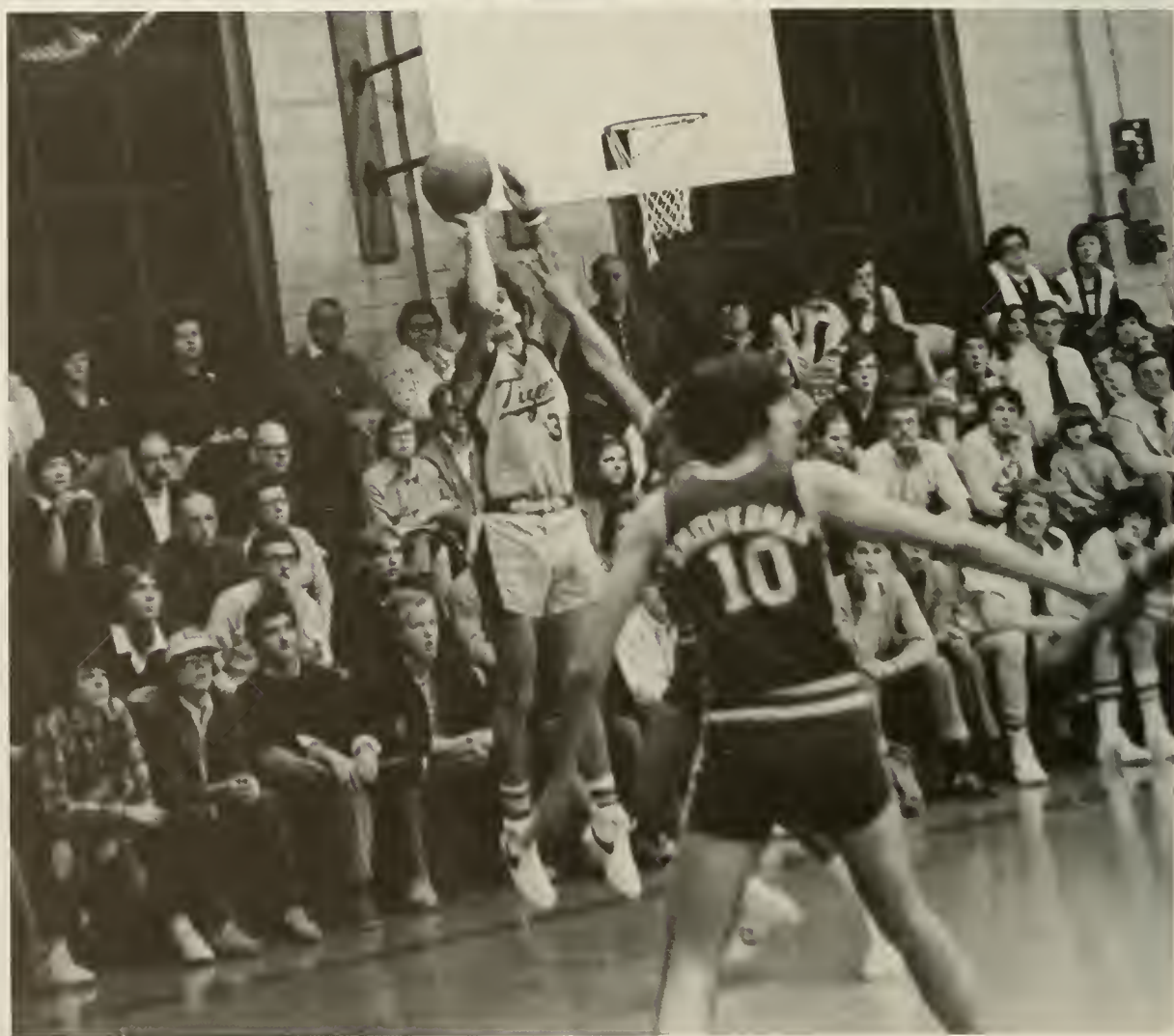
(17-8)			
H-SC	84	York	75
H-SC	80	Clinch Valley	65
H-SC	88	Washington and Lee	89
H-SC	69	Guilford	99

H-SC	84	Anderson-Broadus	77
H-SC	96	Liberty Baptist College	80
H-SC	70	N.C. Wesleyan	57
H-SC	115	Eastern Mennonite	77
H-SC	85	Emory and Henry	67
H-SC	75	Bluefield College	65
H-SC	72	Elon	76
H-SC	94	Bridgewater	74
H-SC	67	Liberty Baptist College	53
H-SC	82	Virginia Wesleyan	70
H-SC	59	Lynchburg College	80
H-SC	81	Washington and Lee	74
H-SC	50	Randolph-Macon College	51
H-SC	102	Bridgewater	72
H-SC	69	Shenandoah College (2OT)	75
H-SC	88	Eastern Mennonite (2OT)	86
H-SC	60	Randolph-Macon College	71
H-SC	92	N.C. Wesleyan (OT)	81
H-SC	92	Lynchburg College	63
H-SC	78	Emory and Henry (ODAC Tournament)	63
H-SC	57	Lynchburg College	88





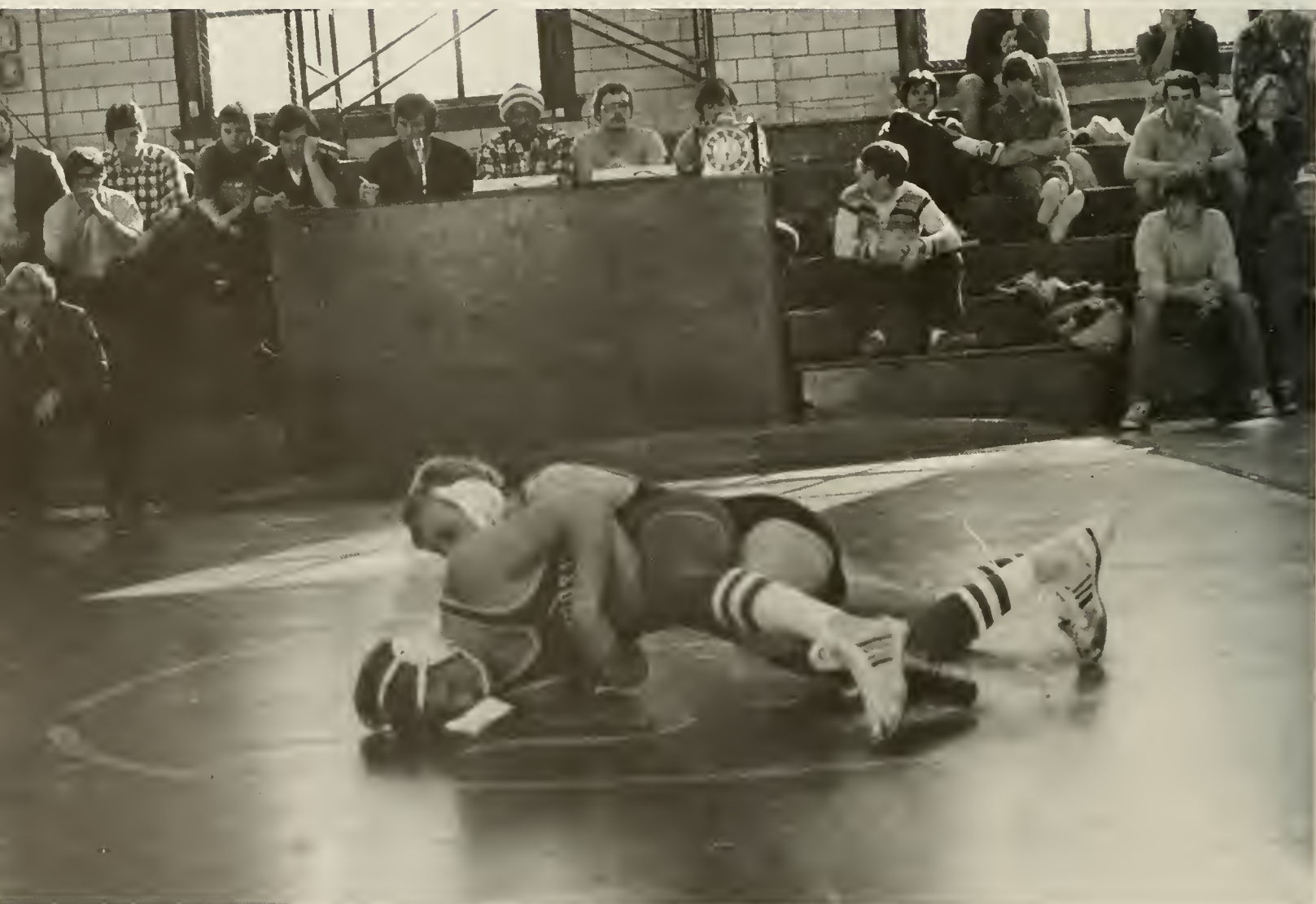








# WRESTLING





(1-6)			
H-SC	18	Eastern Mennonite	28
H-SC	5	Lynchburg	35
H-SC	29	Eastern Mennonite	19
H-SC	0	Liberty Baptist College	53
H-SC	15	Catawba	36
H-SC	3	Washington and Lee	45
H-SC	6	Davidson	42
O.D.A.C. — 4th place			

## Lettermen

Billy Abbott  
 Chuck Dietz  
 John Eagan  
 Demetri Economos  
 Billy Greer  
 David Hepner  
 Wade Kirby  
 John Martin  
 Dave Porterfield  
 Stephen Shaw





# B A S E B A L L













(14-12)

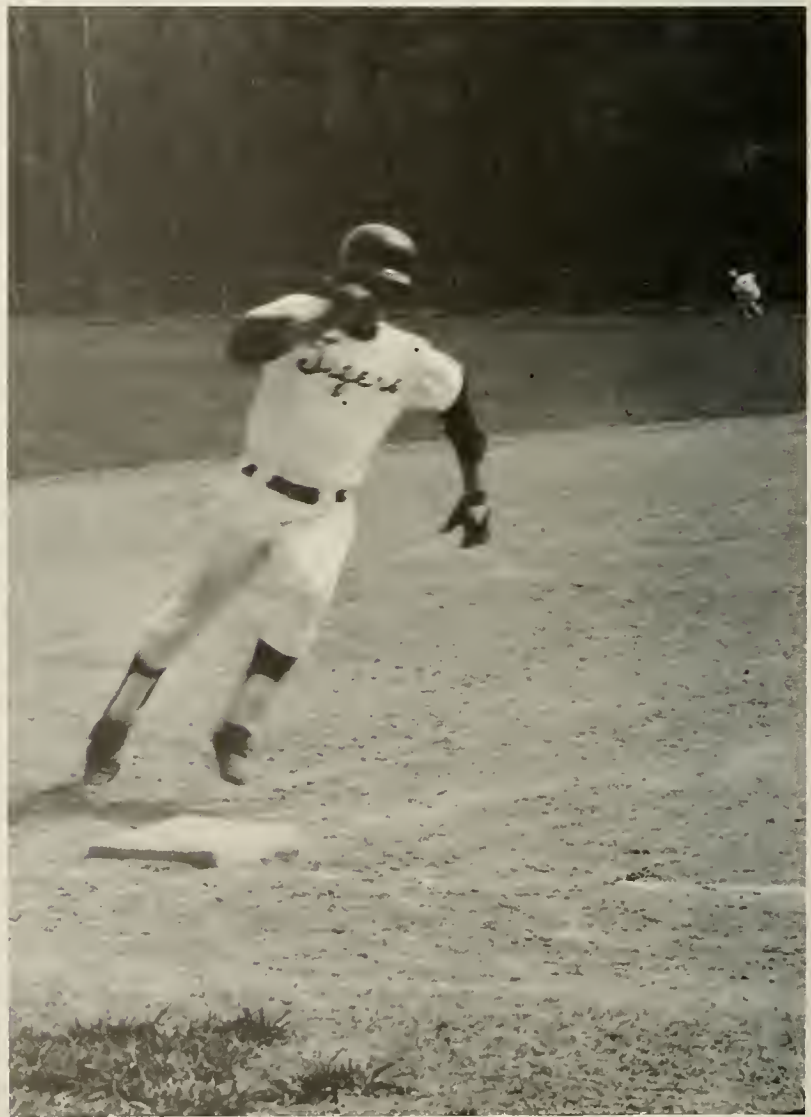
H-SC	4	Virginia Commonwealth	3
H-SC	9-9	Washington and Lee	5-3
H-SC	6	Eastern Connecticut	15
H-SC	7-7	Emory and Henry	3-3
H-SC	2-12	Guilford	5-4
H-SC	7-1	N.C. Wesleyan	3-3
H-SC	7	Liberty Baptist College	9
H-SC	5-14	Ferrum	7-8
H-SC	7	Guilford	1
H-SC	0	Lynchburg	4
H-SC	26	Longwood College	1
H-SC	7-9	Virginia Wesleyan	3-11
H-SC	12	Randolph-Macon College	9
H-SC	2	Liberty Baptist College	9
H-SC	1	Lynchburg	2
H-SC	5-9	Eastern Mennonite	2-6
H-SC	10-4	Bridgewater	9-16
H-SC	6	Bridgewater	16

O.D.A.C. — second place

## Lettermen

M. Adkins  
M. Bohannon  
D. Benner  
R. Epperson  
J. Ferguson  
P. Fox  
F. Fulton  
T. Maxa  
S. Moorhead  
Ben Newell  
Bill Newell  
B. Niedermayer  
S. Sawyer  
J. Thompson  
J. White  
M. Yates

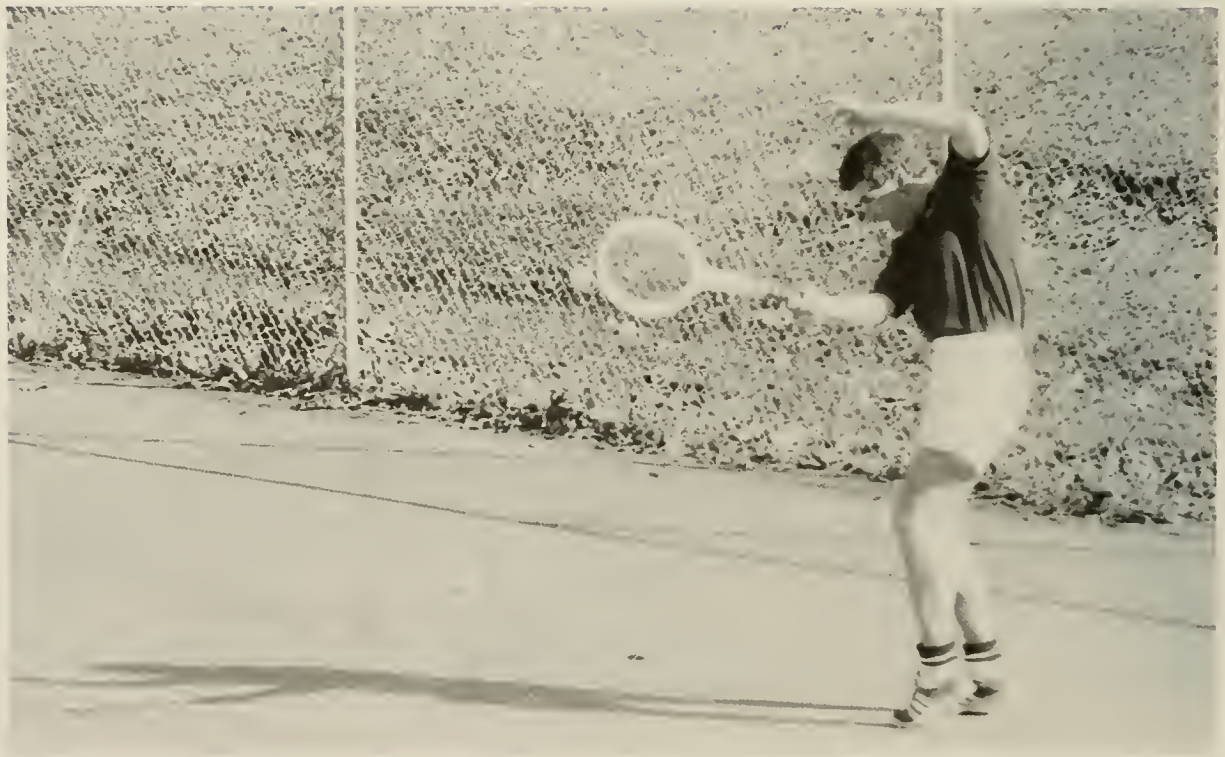








# TENNIS









## Lettermen

B. Cart  
G. Feldmann  
B. Driskill  
B. Lewis  
J. Mansfield  
J. Quarles  
V. Thomas  
R. Tucker

(3-8)

H-SC	1	James Madison University	8
H-SC	0	University of Richmond	9
H-SC	1	George Mason University	8
H-SC	3	Christopher Newport	6
H-SC	8	Lynchburg College	1
H-SC	6	Virginia Military Inst.	3
H-SC	5	Emory and Henry College	4
H-SC	0	Virginia Polytechnic Inst.	9
H-SC	1	Old Dominion University	8
H-SC	3	Randolph-Macon College	6
H-SC	2	Washington and Lee	7
O.D.A.C. — 3rd place			





# GOLF







(9-5-1)

H-SC	424	Atlantic Christian	419
H-SC	424	Campbell	392
H-SC	232	N.C. Wesleyan	328
H-SC	323	Methodist	335
H-SC	389	Old Dominion	376
H-SC	389	Randolph-Macon College	437
H-SC	389	Lynchburg	396
H-SC	312	Greensboro	292
H-SC	312	University of Richmond	301
H-SC	398	Bridgewater	433
H-SC	398	Ferrum	405
H-SC	398	Averett College	426
H-SC	295	Longwood College	310
H-SC	387	Roanoke College	387
H-SC	387	Lynchburg	389

James Madison Tournament — 6th Place

Camp LeJuene Tournament — 11th Place

Va. Intercollegiate Tournament — 2nd Place (S.C.)

O.D.A.C. Tournament — 2nd Place

## Lettermen

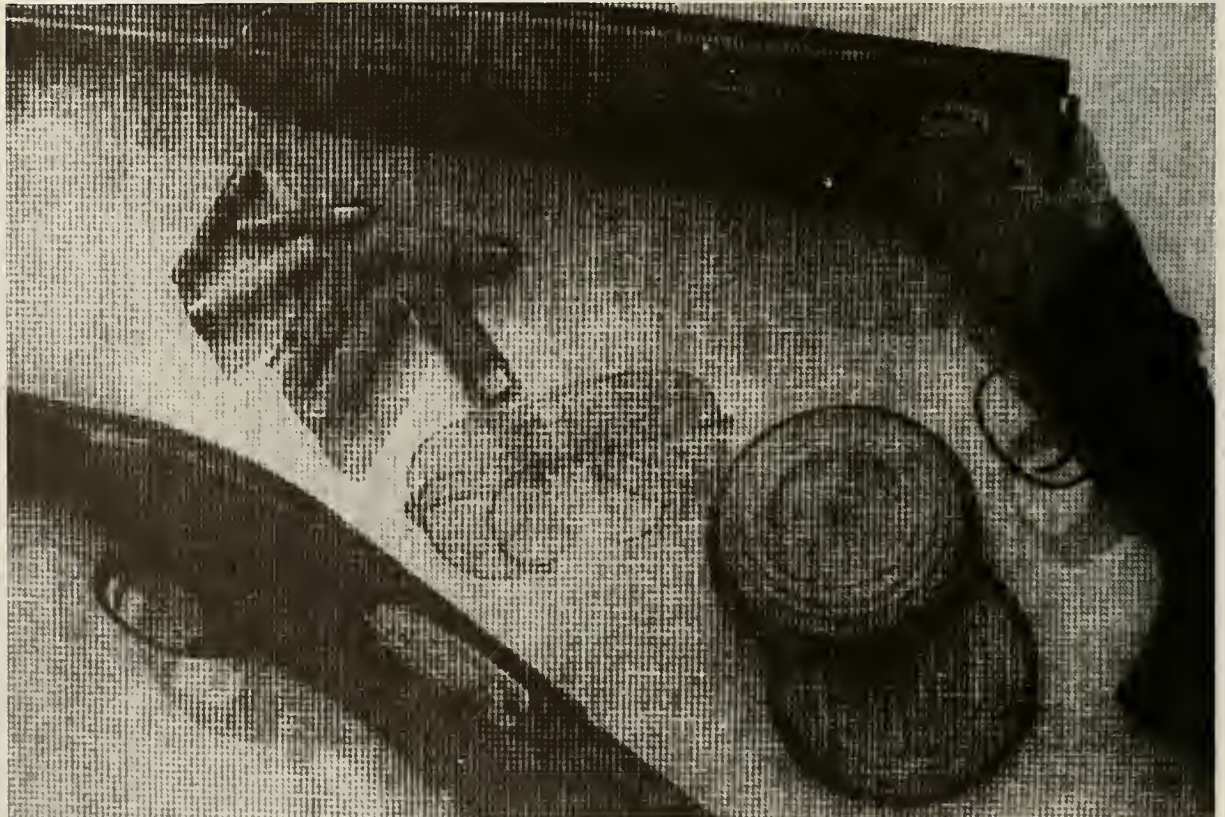
G. Beck  
B. Harrison  
M. Pace  
F. Pegram  
S. Sigler  
R. Watson

## O.D.A.C.

Frank Pegram — First Team  
Stewart Sigler — First Team



# SKEET







## Team Roster

Sam Eggleston  
 Bob Agee  
 Waring Tribble  
 Taylor Boyd  
 Wallace Mahanes  
 Dr. Martin





# LACROSSE





(10-3)

H-SC	18	Lynchburg	0
H-SC	4	William and Mary	14
H-SC	11	Guilford	7
H-SC	17	Lynchburg	5
H-SC	14	Virginia Military Institute	3
H-SC	7	VPI	11
H-SC	2	St. Mary's	17
H-SC	9	Virginia Military Institute	0
H-SC	13	Georgetown	4
H-SC	5	Randolph-Macon College	4
H-SC	15	Guilford	5
H-SC	10	Elon	2
H-SC	10	Randolph-Macon College	3

## Lettermen

R. Bagby	G. Love
R. Byrd	J. Patton
B. Calcote	S. Peterson
B. Carrington	M. Peterson
D. Corrigan	B. Redd
B. Coleman	T. Smith
R. Curtis	D. Unger
D. Denham	T. Wilson
J. Farraro	L. Winslow
F. Francis	L. Woodward
D. Freeman	
T. Gray	
T. Garner	
T. Horkan	
K. Howard	
M. Johnson	
J. Jones	
M. Joynes	

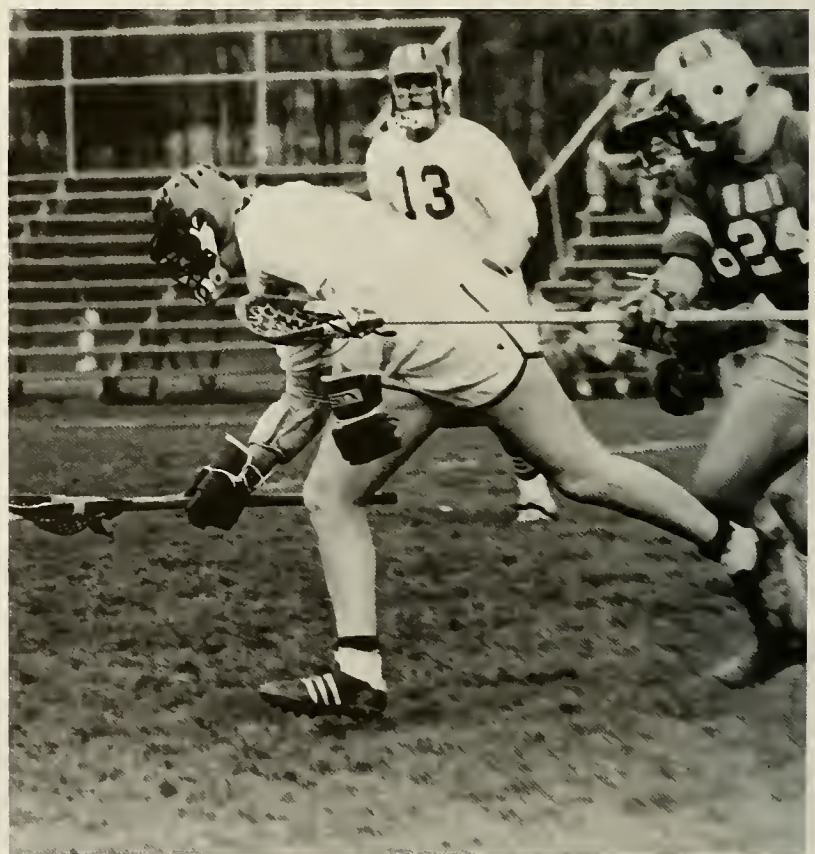












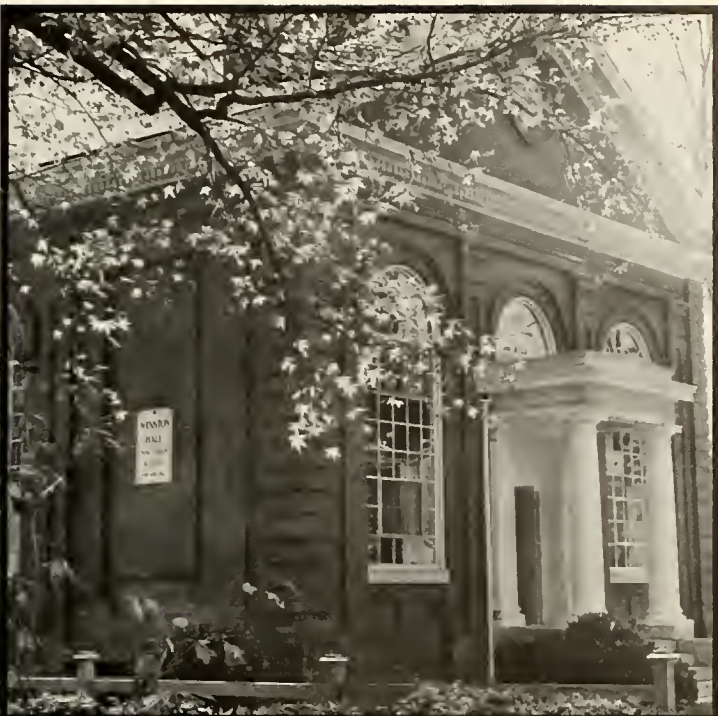








# ADVERTISEMENT





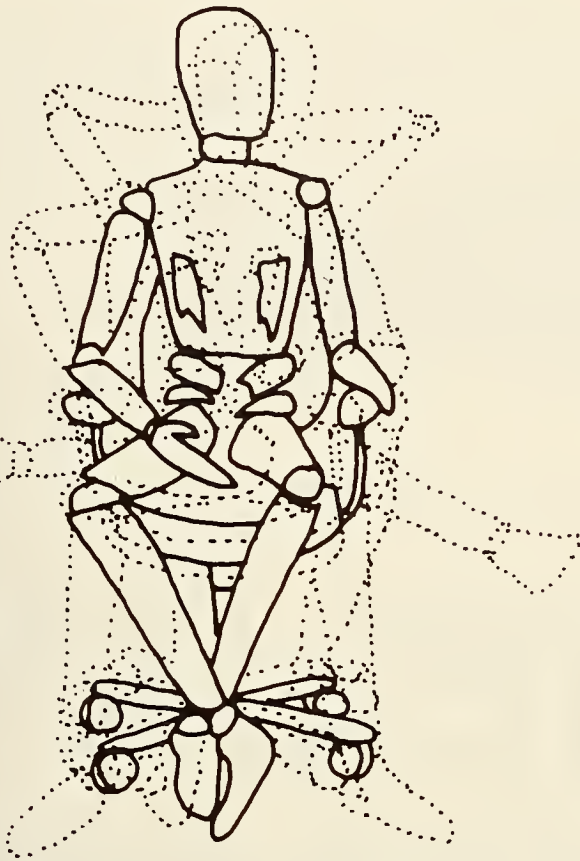
Now...  
try  
your wings



...happy soaring!

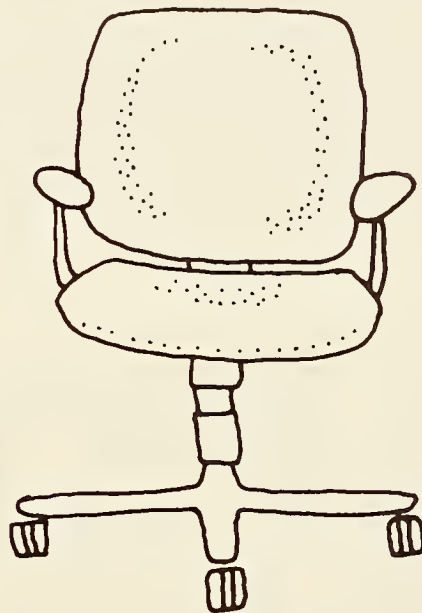


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Herman Miller<sup>®</sup>



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The College Newspaper  
Published 22 times yearly  
by the students of H-SC

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Farmville, Virginia



**The Fashion Post**

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Yes, you  
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That Has Everything

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Steve Tedesco, Chairman  
Teri Moore, Secretary

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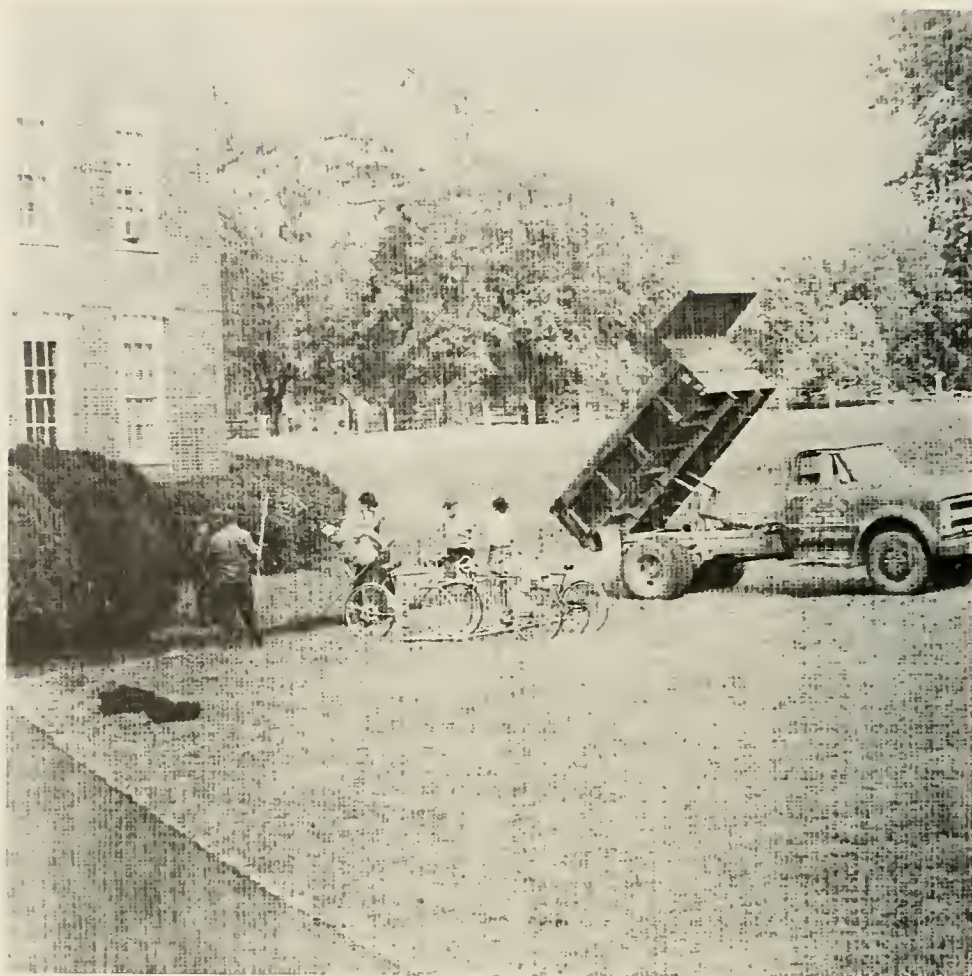












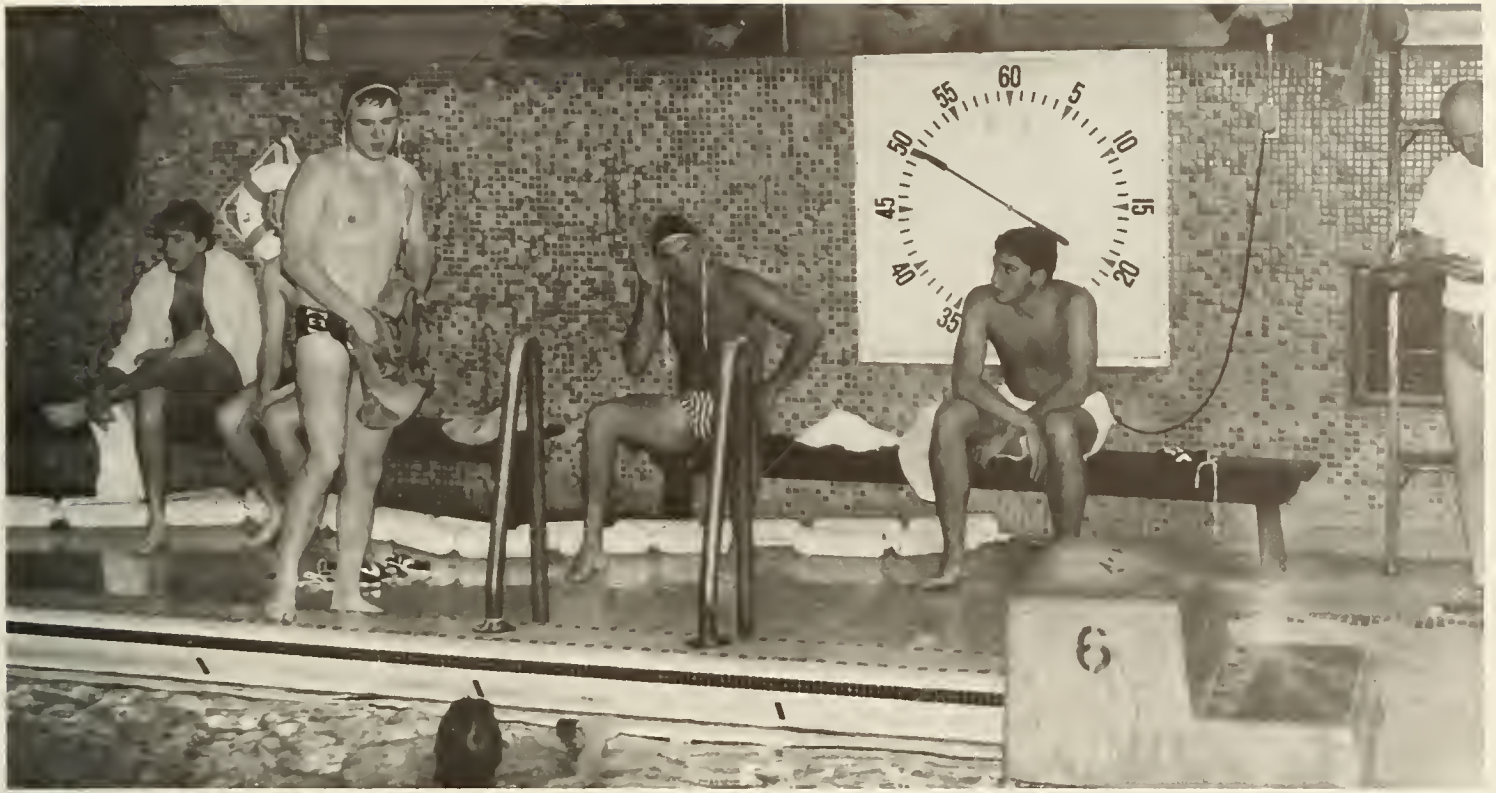
























# S P E A K E R S





# Hampden Fellows

The Hampden Fellows Program, conceived as a stimulating supplement to the liberal education at Hampden-Sydney College, is designed to bring together distinguished practitioners from the world of affairs with members of the academic world for mutual discourse and exchange. Unlike the normal speaker, who must come and go too quickly for much exchange with the audience, each Hampden Fellow spent two or more days in residence, during which time he or she took an active part in the educational program of the College, both formally and informally.

The campus visits were opened with an opening convocation in which the Fellow presented a formal lecture. After this, the format varied with the wishes of the individual Fellow and included visits to classes, small group seminars, and informal discussions. Every opportunity was encouraged to allow the Fellow to mingle informally with the students and faculty, allowing and encouraging members of the College community to meet personally and exchange ideas with distinguished professionals, whom they will probably never come close to knowing.

All are professionals whose experience and intellect enable them to transcend the limits of a single discipline and to address knowledgeably the questions fundamental to a life rich in meaning and direction, amid the complexity and confusion of society.

Curtis Ingham came to Ms. magazine from Skidmore College and its University Without Walls Program in February, 1973. Working at first as a volunteer in the editorial department of the magazine, she was hired in June of 1973. Since then she has edited the Ms. "Letters" column, co-edited the "Found Women" column, and edited special features. She has lectured at Yale University on American foreign policy in the Eastern Mediterranean; on the women's movement for two consecutive years at the Hotchkiss School; and on women's writing, as a special guest lecturer, at New York University. She is a frequent guest on radio and television programs, as an outspoken proponent and apologist for the women's movement.

Interaction Players, a chamber music group committed to new ways of sharing their total professional and personal experience in music, aims to free both the artist and his audience from the conventional limitations of a formal concert presentation. In a workshop atmosphere, through informal lecture-demonstrations, inter-disciplinary seminars, open rehearsals, and free discussions, along with conventional concerts of old and new music, Interaction works to illuminate the process of making music and to integrate it with life experiences of the student. Paul Posnak, piano; David Sella, cello; and Ethan Sloane, clarinet; graduates of Yale University and the Juilliard School, are all award-winning solo performers who still retain the capacity to blend their virtuoso talents into outstanding ensemble performances. Their imaginative interpretation and the great sensitivity they display toward each other and toward their music makes each performance a rare and captivating event.

Thomas W. Murray, who practices obstetrics and gynecology in Fishkill, N.Y., has for most of his career been a leader in studies of sterilization techniques, hormonal reactions, and population growth. An English and Classics major at Georgetown University, he earned his M.D. from the College of Doctors and Surgeons, Columbia University, in 1965. Since then his interest has centered on gynecology. He served in the Army as a gynecologist, and is currently an attending obstetrician-gynecologist at Vassar Brothers Hospital in Poughkeepsie, N.Y., where he also serves as the assistant director of obstetrical nurses' education. For the last ten years he has been a lecturer on population problems at Fordham University in New York.

Hugh S. Sidey, correspondent and Bureau Chief for Time magazine, has been intimately acquainted with the news and newsmaker of two decades. An Iowa native, Sidey worked for the Omaha World-Herald and Life magazine before joining the staff of Time in 1958. His current column in Time, "The Presidency", has earned him wide acclaim and respect as a close observer of that office and its occupants. Among his published works are the books John F. Kennedy, President (1963) and A Very Personal Presidency; Lyndon Johnson in the White House (1968).

Admiral Stansfield Turner, former Rhodes Scholar, now director of the U.S. Central Intelligence Agency, began his education at Amherst College, but transferred to the Naval Academy, where he graduated with the class of 1946. In his distinguished naval career he has commanded the U.S.S. Horne, a carrier task group in the Sixth Fleet; and the U.S. Second Fleet. He has served as President of the Naval War College and as commander-in-chief of Allied Forces in Southern Europe (NATO).

THE  
HAMPDEN



FELLOWS  
PROGRAM

# CURTIS INGHAM

Hampden-Sydney is a cultural ghetto. *& Foreign Policy Columnist & Associate Editor for Ms. Magazine*  
A ghetto in that you're isolated here  
away from what they call "the real  
world"; and I wonder what will become  
of you when you get out there.



“The Women’s Movement:  
Its Successes, Failures, and Goals”



on, 10:30  
y, Septemb  
Auditorium



Campus Residence  
September 14-16,





# THE HAMPDEN FELLOWS PROGRAM

*presents*



## INTERACTION PLAYERS

*Paul Posnak, piano; Ethan Sloane, clarinet; David Sella, cello*



Seminar: "How to Listen to Music"  
September 20-22, 1977

3 Consecutive Sessions in Parents' & Friends'  
Tues. 9 am, Wed. 9:30 am, Thurs. 9 am



Music is for the enjoyment of all: not just for the handful who have had the time and the wealth to pursue a formal education centered upon it.

The really surprising thing about Hampden-Sydney is its commitment to the liberal arts on the one hand and its lack of adequate teachings of "the arts" on the other.

Open Rehearsals Daily in P.O.E.



*In Concert*  
Thursday, September 22  
8:00 pm, College Church

THE  
HAMPDEN



FELLOWS  
PROGRAM

*presents*

DR. THOMAS W. MURRAY

*Obstetrician and Gynecologist*



*“Can a Woman Be President  
of the United States?”*

Convocation, 10:30 a.m.,  
November 10 - Johns Auditorium

There are certain intrinsic and  
extrinsic differences between men and  
women that feminists refuse to accept.

These differences are not necessarily  
bad, but they do exist. The biological  
differences are obvious, but also  
included in the list must be psychological  
differences.



*“Beyond Bokke: The Liberal Arts and Medical  
School Admissions Policies”*

Lecture-Discussion, 4:30 p.m., November 10  
Parents & Friends



*“Population Problems”*

Lecture, 3:00 p.m., November 11  
Parents & Friends



THE  
HAMPDEN



FELLOWS  
PROGRAM

*presents*

# HUGH SIDEY

*Washington Bureau Chief for Time magazine*



Politics is a good bit more honest than it  
used to be.

“Reflections on the First Year”  
Wednesday, January 18, 7:00 p. m.  
Parentage



If there is an aristocracy in this  
country, Kennedy was a part of it. Thus  
his presence in the White House was  
distinctive in one more way than most  
students of politics realize. Kennedy was  
the first aristocrat in the White House  
since Roosevelt.

Convocation Address

“The Nature of Leadership”

Thursday, January 19, 10:30 a. m.

Johns Auditorium

THE  
HAMPDEN



FELLOWS  
PROGRAM

presents

# Adm. Stansfield Turner

*DIRECTOR OF THE CENTRAL INTELLIGENCE AGENCY*



*“The Intelligence Community:  
Problems and Prospects”*

4:00 p. m., Parents and Friends  
Thursday, April 20,



*“New Directions in Intelligence  
Secrecy versus Openness”*

A new model of intelligence is being  
formed today and openness is a part of this.  
No intelligence agency can be totally open.  
On balance, openness pays off.

Convocation, 8:00 p. m.  
Thursday, April 20, 1978

Johns Auditorium







## Canada — Robb Debate



There are many issues on which the people should vote by referendum. These issues are those of high emotional content, and should not be left to the state legislature to decide.



There is no necessity that (the governor and Lt.-governor) be of the same party. The Lt.-governor can be a help to the governor if the governor so desires. If not, the Lt.-governor can find other means of executive involvement.

# **“The Graduates”**

**by Campus Comics**





WITH  
CONTEMPORARY POETS

**GALWAY KINNELL**

NATIONAL BOOK AWARD NOMINEE FOR "THE BOOK OF NIGHTMARES"

OCTOBER 17/4 PM/P&F: "ON TRANSLATING POETRY"  
8 PM/HERITAGE RM: READING FROM HIS POEMS

**QUENTIN VEST**

"THE CHANGING SHAPE A POEM MAKES"

OCTOBER 18/4 PM/P&F:

OCTOBER 18/8 PM/P&F: "THE USES OF SOLITUDE FOR BOTH POET AND READER"

**TOM O'GRADY**

HAMPDEN-SYDNEY COLLEGE PRESENTS A

**DAVID IGNATOW**

WINNER OF THE  
BOLLINGEN PRIZE  
FOR POETRY

OCTOBER 19/4 PM/P&F: DISCUSSING CONTEMPORARY POETRY  
8 PM/P&F: READING FROM HIS WORKS

**LOUIS SIMPSON**

OCTOBER 20/4 PM/P&F: DISCUSSING CONTEMPORARY POETRY  
8 PM/P&F: READING FROM HIS WORKS

**LOCAL POETS**

OCTOBER 21/8 PM/TIGER INN:  
READING FROM THEIR WORKS  
(BEER AND SNACKS  
AVAILABLE)

OCTOBER 17-21, 1977

HAMPDEN-SYDNEY COLLEGE

Presents

AN UNPRECEDENTED

# FICTION SYMPOSIUM

WITH THREE OF AMERICA'S GREATEST WRITERS

JAMES DICKEY  
WILLIAM STYRON  
WILLIE MORRIS

TOGETHER FOR THE FIRST TIME

**DICKEY, STYRON, AND MORRIS**

Discussing

**"THE WRITER'S POWER"**



G FROM HIS "FICTIONS"

100 P.M. HERITAGE RM.

The writer has a custodial duty to  
police language mis-use in all areas.  
When language is mis-used, it is a good  
sign that the thought behind the  
statement or action is somewhat lacking.

**MORRIS READING FROM HIS PROSE**

**MARCH 31, 9:30 A.M., P&F LOUNGE**





## *The Richmond Sinfonia*

Jacques Houtmann	Richard Llewellyn Watson
Musical Director	Assistant Conductor

# Jeff MacNelly

Pulitzer Prize Winning Political Cartoonist  
Author of "Shoe"



April 24, 1978





# Student Directory

Abbott, William Lewis (Billy)  
607 Horsepen Road, Richmond, Va. 23229

Ackermann, Michael Friedrich (Mike)  
Königsbacher Strasse 6, 67 Ludwigshafen/Rh  
W. Germany 0621-554337

Adams, James Edward (Jim)  
P.O. Box 161, Brookneal, Va. 24528

Adams, James Ervin, III (Jim)  
#1 Live Oak, Bergstrom AFB, Texas 78743

Adamson, Brian David (Brian)  
30 Eastwood Lane, Washington, Pa. 15301

Adkins, Eddie Michael (Mike)  
152 Blair Place, Danville, Va. 24541

Adsit, Samuel Denison, III (Sam)  
1512 Meads Road, Norfolk, Va. 23505

Agee, Robert Lee, IV (Bob)  
Route 1, Box 58, Farmville, Va. 23901

Akers, Thomas Madagan (Tom)  
93 Lake Shore Terrace, Hardy, Va.

Alexander, James Moffatt, III (Jim)  
3113 Savory Drive, Fairfax, Va. 22030

Allen, John William, Jr. (Johnny)  
103 Powhatan Circle, Charlottesville, Va.  
22901

Alloway, Jeffrey Alexander (Jeff)  
11914 Elkwood Drive, Cincinnati, Ohio 45240

Allport, Thomas Page (Tom)  
404 Meadow Lane, Franklin, Va. 23851

Anderson, John Walton, Jr. (Johnny)  
St. George Avenue, Crozet, Va. 22932

Anderson, Phillip Verne (Phillip)  
Route 3, Box 245, Chatham, Va. 24531

Apperson, Charles Black (Charlie)  
3368 Richards Boulevard, S.W., Roanoke, Va.  
24018

Appich, Donald Leland, Jr. (Donnie)  
8223 Chamberlayne Avenue, Richmond, Va. 23227

Appleton, Randall Eugene (Randy)  
2809 Meadow Wood Drive, E., Chesapeake, Va.  
23321

Archer, Thomas Bolling (Tad)  
10500 Duryea Drive, Richmond, Va. 23235

Armstrong, Peter Eaton (Peter)  
1802 Hanover Avenue, Richmond, Va. 23220

Aron, Alvan Macauley, Jr. (Macauley)  
120 Manchester Avenue, Danville, Va. 24541

Aron, Scott Simpson (Scott)  
120 Manchester Avenue, Danville, Va. 24541

Atha, Alan Paul (Alan)  
2302 W. 69th Terrace, Mission Hills, Kansas  
66208

Atkinson, Jonathan Garland (Jonathan)  
8330 Audley Lane, Richmond, Va. 23227

Atwill, Edward Bennett (Bennett)  
5 Amphill Road, Richmond, Va. 23226

Auerbach, Barry William (Barry)  
5237 Sweetbriar Circle, Portsmouth, Va. 23703

Avison, Terry Anne (Terry)  
P.O. Box 637, Hampden-Sydney, Va. 23943

Babashak, James Vincent (Babo)  
2830 Linden Lane, Falls Church, Va. 22042

Baber, Bruce Allenby, Jr. (Bruce)  
96 Settlers Road, Newport News, Va. 23606

Bagby, Richard Alan (Rick)  
524 Caroline Avenue, Charlottesville, Va.  
22901

Bailey, Wayne Alan (Wayne)  
323 Burnwich Road, Richmond, Va. 23227

Baker, Philip Bruce (Philip)  
121 Oakwood Drive, Franklin, Va. 23851

Ball, David McDowell (David)  
39 W. Cornwall Street, Leesburg, Va. 22075

Ball, George Gill, Jr. (George)  
2112 Windward Shore Drive, Virginia Beach,  
Va. 23451

Barnhart, Steven David (Steve)  
924 Boulevard, Salem, Va. 24153

Barnhill, Ray Curtis (Ray)  
140 Hampton Roads Avenue, Hampton, Va. 23661

Barrs, David Ernest (David)  
Burcher Road, Newport News, Va. 23606

Bashaw, John Allison (John)  
4416 Rockcrest Drive, Fairfax, Va. 22030

Bass, William Dudley (Dudley)  
Riverview Dairy Farm, Route 1, Rice, Va.  
23966

Bateman, Herbert Harvell, Jr. (Herb)  
223 Shoe Lane, Newport News, Va. 23606

Batliner, Ronald, Jr. (Ron)  
2908 Adam Keeling Road, Virginia Beach, Va.  
23454

Bayliss, Philip Martin (Phil)  
16 Burritts Landing, Westport, Conn. 06880

Beale, Kevin L. (Kevin)  
1111 Wadnea Drive, Chesapeake, Va. 23320

Bean, Joseph Sanborn, Jr. (Sandy)  
4017 Old Leeds Ridge, Birmingham, Ala. 35213

Beasley, David Terry (David)  
Box 1904, Athens, Ga. 30603

Beck, Gary James (Gary)  
Route 1, Box 300C, Midlothian, Va. 23113

Beck, Steven Edward (Steve)  
2232 Loch Lomond Drive, Vienna, Va. 22312

Beecroft, Morris Bryan, III (Bryan)  
22 Spottswood Lane, Newport News, Va. 23606

Bell, Alexander Herbert, II (Alex)  
1460 Woodhouse Road, Virginia Beach, Va.  
23454

Bell, Lewis William (Lewis)  
1584 Vance Avenue, Memphis, Tenn. 38104

Benner, Donald Ray (Don)  
400 Alexandria Pike, Warrington, Va. 22186

Bennett, Michael Thomas (Mike)  
3220 W. Grove Avenue, Chester, Va. 23831

Berg, Patrick Wayne (Pat)  
30 Jonas Drive, Virginia Beach, Va. 23462

Berglund, Scott Wesley (Scott)  
5119 Elk Hill Drive, Roanoke, Va. 24014

Bernard, Thomas Rutherford  
901 Overbrook Road, Wilmington, Del. 19807

Best, Marcellus James, Jr. (Jay)  
1504 E. Walnut Street, Goldsboro, N.C. 27530

Birdsong, Warren Lee (Warren)  
1127 Azalea Lane, Stephenville, Texas

Bishop, Michael Eugene (Mike)  
R.D. 3, Pennington Drive, Duncansville, Pa.  
16635

Blackford, William DesChamps (Billy)  
135 Shoreham Road, Spartanburg, S.C. 29302

Blackwell, Kevin Dale (Kevin)  
Route 1, Box 147, Dolphin, Va. 23843

Blank, Richard Herrod (Rick)  
3409 Beach Drive, Tampa, Fla. 33609

Blanton, Peter Dillard (Peter)  
20 Rio Vista Lane, Richmond, Va. 23226

Boatwright, Donald Jeffrey (Jeff)  
3363 Crittenden Avenue, Roanoke, Va. 24102

Bohannon, Martin Ray (Marty)  
1003 Kenmore Drive, Mechanicsville, Va.  
23111

Boinest, Jane Pemberton (Pem)  
8910 Tresco Road, Richmond, Va. 23229

Bond, Stewart Michael (Stewart)  
1506 Wellington Drive, Bedford, Va. 24523

Bondurant, Benjamin Elliott (Elliott)  
Box 26, Rice, Va. 23966

Boross, John Michael (John)  
220 Sunset Ave., Hightstown, N.J. 08520

Boucher, Brian William (Brian)  
704 Centerville Turnpike S., Chesapeake, Va.  
23320

Bowles, Phillip Cameron (Phil) 1203 Lee Drive, Farmville, Va. 23901	Burgess, David William (David) 124 Hunterdale Rd., Franklin, Va. 23851	Caton, Christopher Edward (Chris) 418 Discorery Circle, Virginia Beach, Va.
Boyd, Richard Alexander (Dick) 1531 Monmouth Drive, Richmond, Va. 23233	Burke, John Duke (Jack) 900 Blanton Ave., Richmond, Va. 23221	Chadwick, Robert Gerold (Bob) Jockey Hollow Rd., Morristown, N.J. 07960
Boyd, Taylor Fair (Taylor) 20 Possum Run, Columbia, S.C. 29206	Burke, Landon Mason (Landon) 6005 Beechtree Dr., Alexandria, Va. 22310	Challenor, Michael Stanley (Mike) 9513 Fairlake Lane, Richmond, Va. 23229
Boze, Blair Manson (Manson) 209 Locke Lane, Richmond, Va. 23221	Burks, Gordon Elmo (Gordon) 8509 Ironington Ct., Richmond, Va. 23227	Chiotti, Jean Yves (John) 299 Rue de Grignan 13300, Salon, France
Boze, Edward Scott, III (Scott) 209 Locke Lane, Richmond, Va. 23221	Burnette, Gregory Fisher (Greg) 10313 Waltham Dr., Richmond, Va. 23233	Chou, James T.M. (Jim) 64 Wan Shou Rd., Mucha, Taipei, Rep. of China
Bradner, Joseph Pendleton (Joe) 2911 Vista Point Rd., Midlothian, Va. 23113	Burrell, Robert Alton (Robert) Route 1, Box 238, Lanexa, Va. 23089	Christian, Stuart Grat(tan, III (Stuart) 17 Greenway Lane, Richmond, Va. 23226
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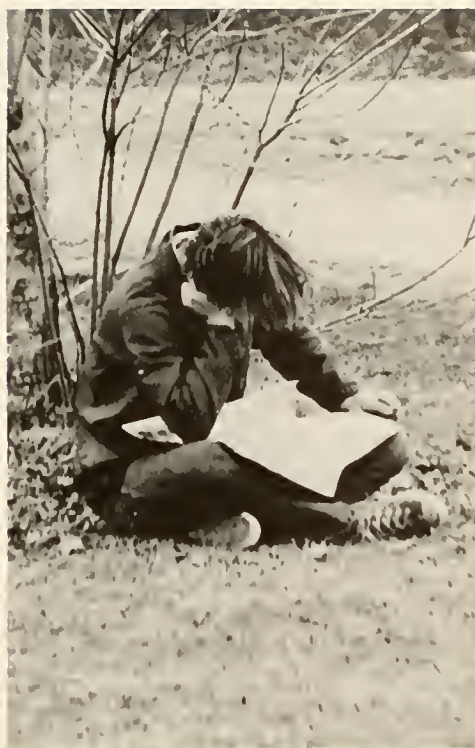
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Willman, Gerald Frederic, Jr. (Will)



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Granger, William Woodard, III (Billy)  
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Jeanes, John Kohler (John)  
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Rustin, Rudolph Byrd, III (Dolph)  
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Salazar, Vincent Delfin (Vince)  
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Tan, Loon-Kar (Loon-Kar)  
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Terry, John Carr (John)  
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Wolcott, James Mounts, III (Jim)  
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Seymour, W.F.

Goodin, Mark







# PERSPECTIVES





# *The Hampden - Sydney Community: Fact or Fallacy*

*Bill Redd*

Let me preface my following remarks by saying that Hampden-Sydney College has inspired in me a love of learning and an appreciation for beauty and the arts. I have benefitted not only from the individual attention and challenges of the classroom, but also from the opportunity to participate in sports and become involved in student government. In other words, I would not trade my four years on the Hill for anything: Hampden-Sydney has given me a pride and purpose in life and for that I am very thankful and indebted to the College.

In the twilight of my college career it is perhaps appropriate then to ponder over and reflect upon my education here at Hampden-Sydney College. What have been the rewards, benefits, and disappointments? What are the strengths and weaknesses in our institution? For it is only in this balancing of the good and the bad that we can come to appreciate the real value and essence of the Hampden-Sydney experience.

The past four years have seen this college implement a more demanding academic curriculum and a tougher grading policy. A serious student concerned about obtaining a top-flight, and broad-gauged education has that unique opportunity here at Hampden-Sydney. Most professors here not only maintain and demand high academic standards and performance, but are also keenly concerned with the welfare of each individual student.

There seems to be every reason for optimism. The college has come under new and capable leadership; the fraternity system is beginning to come to grips with its responsibilities to the community which stem ultimately from the extensive rights and privileges it enjoys; ground has been broken for a beautiful, comprehensive and sorely needed athletic complex; Graham Hall as a student center is near completion; and the whole campus seems charged with electricity in anticipation of more and more progressive change. For these reasons the Hampden-Sydney man, whether he be a student, professor, or administrator, should be above all else a gentleman — proud, competitive, scholarly, and wil-

ling to defend the traditions and venerate the heritage of his institution. However, this condition of things is often hampered by a general problem the symptoms of which permeate the whole campus community — the lack of a total commitment and dedication to the purpose of this institution, that is the education of honorable men. These symptoms are evidenced at times by our indifferences to human weaknesses, cutthroat classroom tactics, self-interest, and a lack of regard for the property and personal rights of others. The fabric of the "close-knit community" about which we often boast and give hypocritical lip-service has been damaged and we must make an united effort to mend this imperfection in order to keep alive our professed ideals of honor and brotherhood.

Without brotherhood or an attitude of camaraderie the concept of "gentlemen of honor" cannot persist or endure. Because Hampden-Sydney has always been a small school, a "prevailing spirit of friendliness" has given rise to this concept of esprit de corp or brotherhood. And it is only through this sense of brotherhood that honor can be ascertained and realized. This ideal of honor, however, is an intangible and therefore it requires a faith and dedication by all to make it work. Dr. T.E. Crawley summarizes the point by stating, "No painful effort — no honor — no brotherhood." Ideally, the notion of honor here at Hampden-Sydney should become second nature to her sons and offer them a way of life. However, we have failed to wholeheartedly pursue this ultimate goal and as a result our tradition can sometimes be seen floundering in a sea of hypocrisy and mockery.

When I speak of honor and brotherhood and community friendliness, I am not simply speaking of breaches of the Honor Code such as cheating and stealing; but rather I am also referring to the wanton destruction of school property, the lack of respect for ladies, the administrative undermining of the educational process, the pandering to wealth and influence which compromises our integrity, and the lack of loyalty to Hampden-Sydney and its noble purposes. It is only with a total commitment by the College community that our

Honor System and all that it stands for can become more than just words but it can become the transcending spirit or ideal to which we all aspire. How do we fail to meet the challenge of creating men of honor?

It is a simple and very obvious fact that many of the students that come to Hampden-Sydney come merely to have fun and put off the real world for four more years. When I was a senior in high school, a student at Hampden-Sydney told me that if I came to the Hill, I wouldn't get that much studying done, but I would have a good time. It has often been said that Hampden-Sydney College is just a country club where you have to make some grades (dues) to stay in. This kind of reputation and student attitudes are devastating and have probably done more damage than we will ever know. Because Hampden-Sydney is a private institution, it accepts a large population of men who are extremely well off and some of them, to put it bluntly, are spoiled rotten, having no respect for the rights and property of others. These attitudes not only undermine any concept of brotherhood and separate the student body into various factions who hold each other in contempt, but also, they give the people on the outside a very poor impression of our institution. But perhaps the most serious perversion of the brotherhood and honor within the student body occurs when fraternal loyalty is used as an excuse to shelter and protect dishonorable deeds by a few members within a fraternity. This is a "flawed Fellowship" and it "destroys every shred of respect" for each participating member as well as for the whole fraternity. "Honor is indispensable to any true brotherhood."

The most shocking failure on the part of the faculty is the total lack of respect and loyalty a few members have for Hampden-Sydney and her ideals. It seems that certain professors consider their employment and teaching here only as a means to collect a salary — their relationship to the College is incidental. Arbitrary and unfair grading techniques, indifference to individual student needs and weaknesses, and egotistical self-interest plague and demean the heroic dedication to Hampden-Sydney exhi-



bited by most of our faculty. All these negative things serve to effectually preclude the realization of community friendliness, thus undermining any sense of brotherhood. The faculty and administration are the men and women who must set the high examples of excellence for the men who come to Hampden-Sydney in order that they may become "Humane and lettered men."

The very purpose of our administration is to facilitate the educational experiences and this can only be accomplished by office policies that promote good-will, cooperation, and direction. However, it is all too often the case that certain officers of our administration evidence ideals quite the opposite of these, and serve to undermine the very purposes and preachings of this College. Frequently, students and faculty are given the impression that these few administrative officers are doing them some enormous favor by simply doing the required duties of the position. And although it is necessary for a private institution to tap various financial resources, I think it is very important for our administration not to compromise our principles and succumb to the temptations and promises of affluent supporters who at times try to exert their influence on every phase of college life from admissions to the punishment of a Honor Code violation.

I am extremely proud of my associations with Hampden-Sydney College and I am passionately dedicated to the firm foundation and sound principles upon which she rests and from which she draws strength. These ideals are sacred and undisputed, but our methods and intensity of our efforts toward the pursuit of these high aspirations will always bear examination. President Josiah Bunting summarizes this notion best when he writes that "Great men have lived and worked here, allied in great purposes, dedicated to noble things," and therefore, we must always strive to make ourselves worthy of this heritage and this place.

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William DeHart Redd '78, was President of the Student Body during 1977-78, a member of the football team, and co-captain of the lacrosse team.

## *An Atmosphere of Sound Learning*

### *Marty Sherrod*

What do we mean when we say that Hampden-Sydney aims to produce "well-rounded" men? The phrase is hackneyed now, isn't it? It's been used to death, bled white of its meaning. It's not only hackneyed and used to death, it's been bastardized. Bastardized by the hundreds of colleges and universities that use the ideal of the well-rounded man, the Renaissance man, as a loop-hole. You've heard it all before: "No, we don't have core requirements here," or "No, we don't require a foreign language here," or "No, we're not that single-minded about academics here; our mission is to produce 'well-rounded individuals'."

Hampden-Sydney could be (and if it's not, then it should be) one of the last bastions of well-roundedness, where the ideal is not bastardized, where it's kept in the proper perspective, where, as one professor recently put it, "The social and athletic development of students is important, but nevertheless secondary."

Secondary to what? Secondary to the intellectual cultivation of our students. That's what college is all about, right?

Hampden-Sydney's purpose, historically, has been to educate "good men and good citizens in an atmosphere of sound learning" — a purpose to which Hampden-Sydney has remained steadfast. There is, however, perhaps no better time than this new year of reaffirmation and renewal to reaffirm and renew our dedication to Hampden-Sydney as an institution of the most serious intellectual intentions, an institution where academics are the *sine qua non* — "a real hotbed of ideas". For if worst came to worst, Hampden-Sydney could survive without fraternities or football, without the Tiger or the Glee Club. But we could not long survive without books and chalk and sharp-minded professors and dusty old classrooms with desks bolted to the floor.

Let Hampden-Sydney always nurture men who play hard — in fraternity houses as well as on athletic fields — but, vastly more important, let this College always nurture men who study even harder than they play.

Martin M. Sherrod, '76, is the Director of Communications for Hampden-Sydney College. He is the Editor of the *Record*, the publication from which this article was taken. I thank him, as editor, for allowing this reprint.





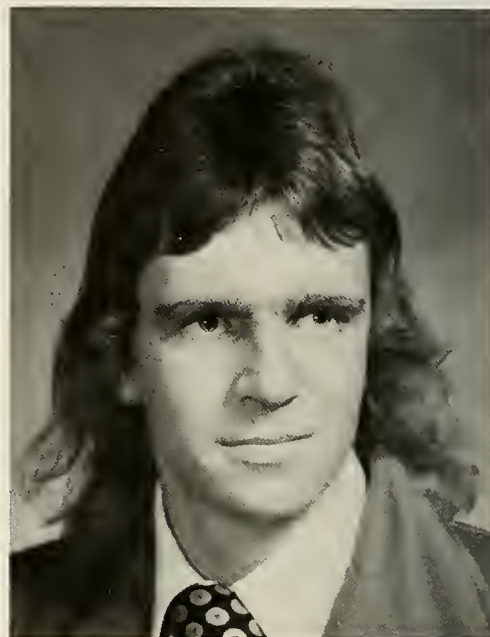






## *On Being Happy at Hampden-Sydney*

*Ran Henry*



### DOES IT TAKE A SPECIAL KIND OF STUDENT TO BE HAPPY AT HAMPDEN-SYDNEY?

That's the way the question was asked to me, and I think there can be but one true answer: yes. It takes a person who is willing to go the distance, able to run not against others but in competition with himself, and eager to stretch his legs. Which is to say, it is, maybe, the same to be happy at Hampden-Sydney as it is to be happy at Oxford or at Southside Virginia Community College. Happiness is not a finish line but a matter of placing one foot in front of the other, knowing that the best one is not always forward.

Most folks, said Abraham Lincoln, are about as happy as they make up their minds to be. Lincoln's wisdom easily extends across more than a century and many miles of mountains and prairie, since human nature anytime and anywhere is the same. We have folks here, not preppies or jocks or heads, and they are governed during their term on this lonely and cloud-patched globe by the irrefutable natural laws of which Hampden-Sydney has nothing to do and yet has everything to do.

For a select group of men for four youthful years this place is home. And so the freshman is awed, a rootless young man on the edge of an abyss for which he has no filler, no bridge, and no vision to see the other side. He knows only that he

must find substance to fill the mammoth emptiness before him, and that the best way out is through. The Hampden-Sydney freshman is armed only with the flimsy tools he brought from home with which he must build himself a world to fill the aching void which stares at him in a chipped Venable bathroom mirror. He has his catalogue and he has new textbooks and the blessings of his parents in whose care he drove through fraternity circle on a bright homecoming day when he was in high school. And he has things to do, but he finds time to be sad. On the fourth or fifth day he rests, and his new friends make him happy.

He returns a sophomore, a wise fool who knows everything about his college and little about himself. He knows that certain aspects of the educational process are to be respected and others ignored, he knows that to be a fraternity man is "awesome" and he knows he will sometimes have to be alone. He knows where Morton Hall is and occasionally stares at a freshman with a strange look containing both contempt and empathy. He is happy when he drives past the Hampden-Sydney sign and he is joyous when he sees his friends. On his second night back he drives to the Red Lyon and eats later at the Truck Stop.

The days weave together in a multi-scopic tapestry of alarm clocks and football and two tests in a row and a knock

on the door. There is an "awesome" party Friday night and bloody Marys before the game and sometimes when a little drunk there is a sad moment in the bathroom when the empty void returns; there is a moment cramming for the chemistry mid-term when a supreme commitment settles about the room and cheerfully rustles the pages of a well-worn notebook. He is too busy studying to notice, but he is happy.

There is no revelation-filled instantaneous flash when the bricks and green lawns become home but there it is, and he is here. And they've borrowed his soap again two doors down, but he is happy.

Does it take a special kind of student to be happy at Hampden-Sydney? Yes, I believe it takes a junior with a 3.15 GPA who likes Boz Scaggs and drives a Ferrari. I believe it takes a senior pre-med major with parents in Charlottesville and a girlfriend at Hollins. I believe it takes a freshman in Cushing who is friends with the janitor.

And as the daily events and non-events blur by, interrupted by nothing very good or very bad, the substance of which our lives become, the junior-turned-senior looks back on his college self and sees a man who was close to a great many people. Perhaps he still doesn't like Bill Deal and the Rhondells; perhaps he never will make an A in Rus-



sian history, even if he interviews every Czar; perhaps his money went for beer and was not given to the poor. But as a freshman he still knew where Morton Hall was, and he knew the joy of seeing his friends again.

But what must he really think, the man who gave four of his most important years to a small group of brick buildings scattered widely apart on some 500 acres in the middle of a rural county in Southside Virginia? Was he truly happy, sitting around a keg with his fellows three stories up in Cushing, many miles from even a movie theater? Perhaps it does take a special kind of student to be happy here . . .

Actually it takes two. The student who tailored his choice of colleges to suit his tastes, and the student who has tailored his tastes to suit his choice of colleges. Chameleons that we are, we can make ourselves a home here if it were not that way when we arrived. Some Hampden-Sydney men, I believe, were Hampden-Sydney men upon their arrival and parked their BMWs beside a new place which was already old and familiar. Others have re-shaped themselves,

squeezed a bit here and there, to fit in but they too found a home. And without any real difficulty it is as Hampden-Sydney men that we all shall leave, treading new paths but always carrying with us a chunk of what was home just as surely as if the Watkins Bell Tower were imbedded on our foreheads.

And we'll always know we got off easy, because many college students who graduate must carry with them an almalagation of steel buildings and steely stares and steel impersonel filing cabinets, acres and acres of steel, and the load is too much. They can never carry such a large school with them and so they select a floor of a building, or a remembered face or two, to bring with them the remainder of their lives. We are fortunate here, to have so little to take away and yet so much.

Without trying to speak for every individual student, I think that we must be happy here. We must be content, to enjoy living so far away from women and civilization. "Simplify, simplify, simplify!" said Thoreau, and without going as far as Walden Pond, I think we have achieved that goal. Take away

women and civilization and you have smoothed out your life; placing those elements at arm's length, where they can be recalled at your convenience and not at theirs, is a good way to spend four years of a life easier than you will ever find again. Before we are done, we will surely have our share of women and civilization.

But today we have our books and we have our friends. Sometimes we have to forsake one for the other (so be it, neither is going anywhere). Sometimes we feel lost with one or the other (and so men everywhere cannot always be certain of their path). It is the rare student, though, who does not regain his bearings and it is the rarer student still who gets lost between his dorm and Eggleston library. And if ever we do find him, lying in state in newmown grass after wearing in it endless circles, I am sure he will still have a smile on his face. For he did not die of women, and he did not die of civilization.

Ran Henry, class of 1979, was a Ralph McGill Fellow for 1977-78 and editor of the award-winning student newspaper, The Tiger.













# *The Choice is Yours*

## *Dr. Frank Spreng*

"Hampden-Sydney is a traditional all-male, liberal arts college which strives for excellence." Any institution which fits this description would certainly be a heaven on earth to all those persons who want to be associated with it. My interest is neither with what Hampden-Sydney was nor is but rather with what it will become in the future.

With a perspective of only four years' residence at the college, I can address the following remarks with the insight of an understanding functionary but an emotional outsider. My question is whether the description given above will be reasonable ten years from now. There is a measurable probability that it will not. Indeed, based on the average rate of change in social institutions, it is practically certain that no institution will be able to remain unchanged over a period of a decade. The risk of resisting change, or worse yet, of making the wrong changes is that in ten years the most accurate description of Hampden-Sydney College might well read as follows: "Hampden-Sydney is an old fashioned, sexist college which has an anachronistic and mediocre academic program."

Which direction Hampden-Sydney will take is an open issue. It depends on decisions which must still be made, strategies still to be formed, messages still to be communicated, and programs still to be developed. In short, the future of the college, like the future of every institution, depends on its strategic planning and the quality of the implementation of those plans.

Strategic planning involves setting objectives in various areas and determining what must be done now to achieve those objectives at some specified time in the future. Prior to identifying specific behavioral objectives, it is necessary to answer the following questions:

1. What is the college now?
2. What should the college be?
3. What, in a general way, must be done to close the gap between what Hampden-Sydney is and what it should be? Closing the gap involves more than few well written speeches and glib remarks.

Upon my arrival at Hampden-Sydney four years ago the most frequent topic of casual conversation was the lack of lead-

ership at the college. The same topic continues to have a wide currency today. My own interpretation is that this perceived lack of leadership stems from a lack of vision in establishing and communicating a strategic planning process for the college. Against this background it is evident that the first priority should be a serious effort to reach a consensus in the community as to the long range goals and plans for the college.

### What is The College Now?

Reflecting the first sentence of this essay the college can be described in four ways: 1) traditional, 2) all-male, 3) liberal arts, 4) excellent.

What does it mean to have tradition or to be traditional? Is a traditional educational program simply a program which was appropriate in an earlier age, and if so, is it now relevant or useful to anyone? Does tradition mean a blind adherence to past practice or does tradition imply a bedrock foundation upon which to build? Perhaps having a tradition is a mixed blessing. Tradition might constrain and obscure future courses of action.

Hampden-Sydney is an all-male institution. What does that mean? There are at least seventy-five women connected with the college including employees' and students' wives, secretaries, nurses, faculty members, middle managers, exchange students, Longwood students, and other special students. The college is not now and probably never was an all-male institution. It is true that almost all "regular" students are men. Why should this be so? Is there some advantage to single-sex education, and, if so, is that the reason for being all male? There are disadvantages to remaining a primarily male institution. Since one's perception of women is developed in part by the quality and quantity of contact, perhaps Greek Weekend, nights in the dorm, and weekends at Sweet Briar are less useful for the average student than would be daily breakfast, competition in a greek or accounting course, or membership on committees. What of the young men who will be required to work as subordinates to women; will a view of women as sex objects or menials serve them well? The only well articulated rea-

son for remaining all-male is that there appears to be a market for single-sex education.

Whether the maintenance of a unique market strategy is sufficient reason to exclude women as regular students is a question that must be left to others. It is enough to point out that there are very real educational costs to that strategy.

Liberal arts seems to mean whatever we want it to mean. While there is the appearance of broad-ranging agreement on the meaning of liberal arts, this apparent agreement collapses on most specific questions. Between students and faculty there is practically no discussion on this subject. Among the faculty the range of difference is so great that a common ground is virtually impossible to find.

I believe that the confusion about the liberal arts arises from a fundamental misconception. At Hampden-Sydney, education — and consequently the liberal arts — is defined in terms of curriculum, courses, and professors rather than in terms of values, ideals, and analytical skills. Eventually, those values, ideals, and analytical skills which constitute the substance of an "education" must be identified. But as long as the discussion centers on who can teach English composition and whether sociology, business, anthropology, or the performing arts are "proper" subjects, no progress can be made.

The final characteristic of Hampden-Sydney is that it strives for excellence. To be excellent means to be first class, superior, or eminently good. In what way is Hampden-Sydney striving to be first class? Perhaps excellence would be achieved with intellectual distinction, good citizenship, affability, is some combination of these. Should you maximize or optimize? Are the faculty and students willing to live the hard life of serious intellectual activity? Should they be willing? Are the faculty striving for excellence in teaching or research? What should students and faculty do to become excellent? No one seems to know. So, in what sense is Hampden-Sydney striving for excellence? Perhaps the sum is greater than the parts. If so, there must be some observable outcome which can be described as excellent. To date, no one has been able to tell me what to look for to see either excellence or a striving for excellence.

So where is the college? At present there is a healthy tradition but the college probably is not and should not be tradi-



tional. The all-male designation is more a public relations scheme than a reality. Whether the liberal arts exist at Hampden-Sydney is more of a definitional than substantive question. Certainly there is no agreement here on what the liberal arts are. Finally, excellence is at best an elusive notion.

Do not be discouraged by this assessment. There is nothing sacred about being traditional, inherently healthy about being all-male, superior about liberal arts, or inevitable about being excellent.

### What Should the College Be?

Over the time span I have in mind (i.e., about a decade) the college can become almost anything it chooses. Almost anything excludes however certain things. The college probably cannot be all-male even if it maintains the present minimal involvement of women. The college probably cannot become excellent, but great improvements in student, faculty, and administrative performance are possible.

What the college can do is continue to build, modernize, and develop within the best of the traditional ideals of Hampden-Sydney. This is not going to be an easy task. To work with the best traditions requires that the inferior or outmoded ones be discarded. Someone must decide which are useful and which are useless. Who will perform this task?

If the direction of the college is to be goal-oriented and well-directed in the future, then objectives must be established in a whole range of areas. Consider these aspects of college activity:

- Faculty development
- Expected student performance
- Alumni relations
- Physical facilities
- Business affairs
- Fund-raising
- Community cultural development
- Fraternity activities
- Academic program
- Athletics
- Student recruiting

Each of these activities — and probably many more — must be thought through clearly. Who is to perform this gargantuan task? When will it be done? How can the community be involved? A rational attempt to understand each of these areas is absolutely essential. The time to do it is now, not later.

Do not be concerned that all these things must be done. The leadership in every institution should be addressing is-

suues like these on a continuing basis. What ought to be a concern is that at Hampden-Sydney no one seems to accept responsibility in many of these areas.

As a suggestion of the type of analysis required, consider the following observations on the liberal arts as a basis for further development of the academic program. The following comments do not necessarily form either the correct or the only plausible assessment possible. What is intended is an outline of one of several plausible assessments of the liberal arts:

### The Liberal Arts

Liberal means free, and the objective of liberal education ought to be to free ourselves from our narrow experiences. Such a study ought to have as its major objective an understanding of the environmental forces in the world. This understanding facilitates our efforts to maximize our own well-being and that of the community as a whole. The environmental forces which constantly influence mankind seem to be of five types: biological, psychological, material culture, non-material culture, and natural resources. These five forces encircle the individual and at the same time direct and constrain his activity. The direction and constraint are not completely limiting, because the individual has the capacity to change the very structure of the environment.

My own view is that a liberal arts education should include the study of these five environmental forces within a historical context. Structuring a program of study is largely a matter of fixing the relative emphasis on the five environmental forces. The natural sciences emphasize biological and natural resources while the humanities are almost entirely limited to the non-material culture. A serious study of the material culture could include architecture, engineering, sculpture, and computer technology. Business administration tends to be most interested in, but not limited to, the psychological and material culture.

It should be apparent that the critical matter in understanding the liberal arts is not the name of the subject so much as the approach. As long as the objective is understanding the world, the mechanism is relatively unimportant. So a wide range of approaches should be consistent with truly liberal education. Hampden-Sydney has tended to encourage studies in the natural sciences and humanities to

the denigration of the social sciences. This is of course acceptable as long as it is realized that this strategy leaves gaps in a proper "liberal" understanding of the world.

### The Summing Up

This essay began with the ideal public relations statement about Hampden-Sydney. It was observed that, in fact, this statement is not a realistic view of the present status of the college.

A reasonable future can be constructed on the best of past tradition and oriented toward rational, attainable goals. Such a future is plausible in an environment of limited resources only if leadership is provided in the strategic planning process. Strategic planning depends on knowing where you are, where you want to go, and how you intend to get there. To know these three things in a functional way is a time-consuming and difficult task.

The final questions are whether the requisite leadership is available and whether the effort will be forthcoming? The answer to both of these questions is yes, but . . . Yes, the leadership is available in an abstract sense. However, even the best potential leader needs followers. Whatever lack there has been in leadership in the recent past has been exceeded by a lack of good followership. Followership requires that people be willing to serve loyally and supportively by contributing constructive rather than obstructive criticism. Being a follower presupposes that there will be a leader to follow. I believe that the necessary leaders and followers are in place at Hampden-Sydney. If I am correct, then all that is needed is performance from both groups.

Recognition of the need for performance will lead to strategic planning followed by implementation. Then Hampden-Sydney will become whatever is wanted. A lack of performance will lead to the inevitable result: "Hampden-Sydney will become an old fashioned, sexist college with an anachronistic and mediocre academic education."

The choice is yours but the options are clear.

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Dr. Francis J. Spreng was an Assistant Professor of Economics and Management at Hampden-Sydney College during the 1977-78 school year.











## *A Time to Think*

*Thomas Shomo*

Too much is made of the supposed “unreality” of the academic community. Historically, the university — like the church — has been protected from the control and intrusions of the civil authorities. This protection for centuries has allowed the free exchange of ideas and unrestricted development of the human intellect. The greater the isolation from the “real” world, the greater the opportunity for uninterrupted pursuit of learning for its own sake. It was in the isolated monasteries of the middle ages that survived the basis of the practical knowledge of the Renaissance.

Because students will not enthusiastically accept the life of scholarly monks, they have forced colleges and universities to set aside social isolation and become “involved”. Students want to be taught to solve social dilemma, to understand political systems, to rear children, to invest their portfolio, and to play a good game of tennis. The demand is not only for academic credit for the acquisition of practical knowledge but for concurrent experimental learning. What is usually overlooked by most students is that if one is possessed of a well-developed intellect — the goal of the liberal arts — a knowledge of the particulars is unimportant, and most “experimental learning” is just so much make believe. It is for this reason that the liberal — the liberating — arts shall always be important in a free society. The degree of importance is directly related to the value the society places upon individuality, truth, and beauty. If a liberal arts education is not “marketable” today, that is a sad commentary on our society. The College does not strive to teach men to “muddle through” but attempts to educate innovators and progressive thinkers who will refuse to accept mediocrity and provide the impetus for positive change.

Hampden-Sydney has attempted to retain much of the isolation of a traditional academic community, and I do not believe that to be detrimental to the educational program. The location of the college is ideal for the student — although it can be

hard at times on those of us who live here year round. It is true that students at urban universities have access to museums, galleries, and theatres, but those students who take advantage of such attractions are few. It is true that larger and more heavily endowed colleges have better facilities than Hampden-Sydney; this may be inconvenient to students but not a handicap. There is more than enough at this college to learn and to experience than most of our students can absorb in four years. The great tragedy is that too many students spend a significant portion of their four years at Hampden-Sydney somewhere else in pursuit of women, beer, and amusement. When it is all over, much of the opportunity for a unique experience is lost. And this is a unique experience — here is beauty, honesty, friendship, tranquility — time to think, to reflect, to consider. Because it is unique, comparison with other colleges and universities is pointless. There is much we can learn from others, but others can learn from us: there are innovations and improvements to be made, but the basic experience here is singularly ours and must be protected from others and occasionally from ourselves.

The typical Hampden-Sydney student does not really understand what he has here. He usually enjoys the experience — some, too few, appreciate the opportunity — but it is not until you arrive in the “real” world that you understand. The young men who are really happy at Hampden-Sydney are those who do appreciate and take in all that this environment and educational experience have to offer. They are intelligent, thoughtful, and honest with themselves and others. The rest are amused, not happy.

Without complacence and with a constant desire to improve, we can nevertheless take a certain pride in what we are. Seniors will remember their years here with pride and affection. Underclassmen should savor these days: they will not come again.

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Mr. Thomas H. Shomo was the acting Dean of Students and the Director of Financial Aid at Hampden-Sydney College during the 1977-78 academic year. Mr. Shomo is an alumnus of the college, graduating in the class of 1969.



# *View From the Top*

## *Josiah Bunting, III*

I want to tell you that nothing in my life has made me as proud as the opportunity to serve this grand old college. To return to Virginia to live and work in a small college is a dream I have cherished for many years. I seek your support, I ask for your patience — for I have much to learn — I solicit your criticism, knowing that it will be excited by your abiding love of Hampden-Sydney and your fierce loyalty to the College — and I shall hope to earn your friendship. We are going to have a great year together, and I hope you will forgive my quoting a famous and controversial southern gentleman, an American president, in saying “You can depend on it.” We are going to work hard, we are going to play hard . . . we are going to squeeze our lives here like a sponge.

. . . I want to talk for a little while about two things: vision and tolerance. There is a text in the Old Testament which is fitting to our purpose: “Behold, here cometh the dreamer / Let us slay him / We will see what happens to his dream.” I hope each of you has a dream — a vision — and I hope every one of you understands that this College lives to help you begin the long process toward the realization of that vision. Moreover, Hampden-Sydney exists to assure that in the pursuit of that dream each of you shall be granted the nurture, the understanding, and the active tolerance of the rest of us as you prepare yourselves for your lives after you leave us. Let the dreamer work out his vision for himself, let the rest of us work to assure he can do this, and let him live to see his dream fulfilled.

A small college is a community of learners and teachers, and a community is simply a unit of society in which the actions of each somehow touch and influence those of all. We do not work in isolation from each other. The dreamer must guard his private vision but he must understand that the most reclusive scholar on this campus is a member of the college; his contributions to the tone of life at Hampden-Sydney are as vital to our enterprise as those of its most involved members.

Yet I urge all of you to listen to your own drummers, to resist the pressure of habit, fashion, custom — when those pressures combine (as they often do in small communities) to steal you from your private dreams, and to thwart them. I ask you always to work to distinguish what is fundamental to your fulfillment as scholars and men from what is superficial, and eccentric to that fulfillment. At the same time, I remind you that education is part of life, not preparation for life; that life, as someone said, is too often something that happens while you are making plans; and that, finally, as the poet Bion said, when small boys throw rocks at frogs they do so in sport; but when the frogs die, it is in earnest. Let your lives here be full and rich and happy; do not let the milderous, and usually self-imposed, pressures of ambition thwart your desires for solitude, regeneration, and calm. Above all, cherish and learn to admire him whose instincts and interests are altogether different from your own. You may feel some unbidden impulse to make sport of him, but when the thin flame of his dream goes out, it goes out in earnest.

You are in college for two reasons. To learn to think better, and to learn to live productively in a community. Should you succeed in both, and I believe you will, you will be prepared for your professional lives — as doctors and ministers and

business men, diplomats and attorneys, artists, architects, and scholars. These will be the lives of service to other communities: Lives in which you welcome and discharge your responsibilities as gentlemen, lives which are happy and fulfilled.

To say that you are in college to learn to think better is perhaps a tart, bitten-off way of expressing a fundamental purpose of education. It is the presumption of those who work to educate others that those they guide are capable of learning. It is the presumption of those who teach in a college dedicated to the pursuit of excellence in liberal studies that those studies have a time-worn and proved fitness for preparing their students to think better: by this we mean nothing more than that you learn to assemble evidence patiently and thoroughly before you make decisions and judgements; that you learn courageously to uphold those decisions and judgements; that you be prepared to argue them eloquently; that your minds be free of prejudice; that you learn to appreciate arguments and points-of-view opposed to your own, for in them is often more truth than in your own; and that you will esteem both the lifelong cultivation of mind and the gift of that mind, and the character that sustains it, and the willingness to place these at the service of others, as your highest calling; finally that the heart has its reasons which the mind cannot comprehend.

. . . I want you to be as proud of this College as it is possible to be proud of anything, and I want your pride to be a living force which informs your work and your leisure when you are here and when you are home. Quite incidentally, it is this as much as anything which is going to bring to our campus succeeding generations of Hampden-Sydney students. Character will continue to be a principle criterion of selection and admission to the College — a criterion, in my view — worth all the College Board tests ever prepared or administered by some crackpot in Princeton; and character will continue to be a principle criterion of success for those admitted as students.

Your experience here should be bracing, but it should not be icy. It is a truism that education largely fulfills its purposes by indirection; that the nights you spend together talking, your experience at parties, your participation in sport — that from these things you will often learn things as valuable as those you learn in the classroom and indeed out of books. “Books,” said Emerson, “are for the scholar’s idle hours.” Do not take Emerson too seriously, and certainly do not wrench his sentence utterly out of context, but think about that.

. . . Finally, let us affirm . . . our pride in the College, our pleasure in this reassembly of our scattered members, and our determination to make the new year — our two-hundredth and second — a year whose enterprise and success will be worthy of vision, the unthwarted dream, of those who lived and worked here in the College’s first year. We are strong, we are bound together in a common purpose, guided by principles we hold in common.

Josiah Bunting, III is the thirtieth President of Hampden-Sydney College. He will be inaugurated as such in the Fall of 1978. The above article is a reprint of excerpts of his Opening Convocation speech.











*On Liberal Education*  
*Joseph Goldberg*



The governing principle of undergraduate education must be distinguished from the governing principle of graduate education. Graduate education aims at providing excellence through specialization. That specialization is dependent upon a proper educational foundation. This preparatory course of study, undergraduate education, will have hopefully provided guidance for what is truly important and worthy advanced study. Yet undergraduate education is more than simply a preparation for further professional or graduate study, it is a

liberal education in itself.

Liberal education originally meant the education of free men and was intended to distinguish the free man from the enslaved man. The latter is unable to make proper choices since decisions are either impaired by birth or by lack of proper cultivation. Ultimately a liberal education is a preparation for assuming one's responsibilities as a man and as a citizen. One is personally responsible for guiding himself while publicly, as a citizen, he must rule and be ruled in turn. The fulfillment of personal and public duties re-

quires the making of proper choices, and this is dependent in turn upon the development of man's moral and intellectual faculties which are involved in deliberation. When deliberating on future courses of action, whether private or public, men must confront accepted opinions and judge their merits. In such deliberations the liberally educated man does not slavishly follow popular opinion, but attempts to determine the true course. The goal is to replace opinion with truth. Yet such knowledge probably is inaccessible. A more sober expectation is to anticipate an ascent from opinion to perfected but still imperfect understanding.

The practical need for a liberal education is as applicable today as for earlier generations. Democracy rests on the principle that all men have an equal opportunity to express their preferences on candidates or policies as reflected in the principle of "one man — one vote". The workings of democracy then reflect the wisdom or lack of wisdom of such preferences. Poor leadership and the choice of poor policy results in defective government while enlightened leadership and wise policy results in proper government. A democracy, consequently, is dependent for its well-being upon the ability of its citizens to choose wisely, and this is dependent upon education.

Benefits to the individual from a liberal education are far greater than the potential economic and material rewards accompanying a

degree. Even these benefits must be managed and directed toward a higher end. Confronted with the choice of many objectives in life, an individual must have some appreciation of the worthwhileness of each so that he can be discriminating in the exercise of his energy and resources. What is required is a standard or a means by which one can measure the importance of events, people, objectives, and desires.

Most people entering a university have not been exposed to a variety of claims of religion, philosophy, and the city. Among serious men of previous generations, the most compelling question was to resolve or at least understand the competing claims as to the proper way of life. The purpose of liberal education is not to settle the issue nor to indoctrinate the student, but to identify the different perspectives on these questions. In the twentieth century, the task is further complicated by the modern contention that all ways of life are equal; or that if they are not equal, the task of distinguishing the higher from the lower is impossible as this involves a question of "value" and not of "fact". Relativism and historicism of the twentieth century must also be given its proper hearing.

To characterize liberal education as the presentation and elucidation of the fundamental principles of man and the universe is to remind us that such principles and their pursuit transcend any specific discipline within a university. The

departmentalization of the academy is a reflection of specialization or the concentration on a part of what is to be studied. Yet each of the disciplines through the assumptions which define and guide it makes a statement as to the proper interpretation of responsibility of the university or college to examine the adequacy of these assumptions.

A curriculum must be designed to emphasize the unity of knowledge, in contrast to the increased specialization and division characteristic of most undergraduate programs. Through careful study of the highest statements concerning the first principles of things in the proper life for man, the student is exposed to the assumptions and substance of their arguments. The writings of Plato, Aristotle, the Bible, Bacon, Machiavelli, Hobbes, Locke, Adam Smith, Rousseau, Newton, Hegel, Nietzsche, Freud, and Marx, to mention only a few, contain profound reflections on the permanent questions. Moreover, the authors of these Great Books are also the founders of the modern disciplines. An undergraduate program emphasizing the importance of permanent questions common to all disciplines can utilize the specialized training of its faculty.

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Dr. Joseph E. Goldberg is an Assistant Professor of Government and Foreign Affairs at Hampden-Sydney. He is the 1978 recipient of The Cabell Award for outstanding teaching.











# *College and Work: Bridging Two Worlds*

*(An open letter to graduating seniors)*

*Rick Benner*

On May 14 you graduate from Hampden-Sydney. For many of you this is a time of reminiscence and nostalgia (already you're thinking like an alumnus!). For many it is a time of anticipation and challenge as you look forward to desired career or graduate school goals. For others in your class, May 14 signals an anxious period in your life as you reluctantly confront the unknown, and even unwelcome future.

For all of you in the Class of 1978, however, graduation marks a transition. Yet May 14, 1978 is not a date that separates your life into two distinct worlds of college and work. What you have experienced at Hampden-Sydney will be forever connected to your future careers and lives. I would like to share with you some thoughts about life / career planning and why I feel that your Hampden-Sydney experience will serve you well.

Many of you (and your parents) are concerned about your futures. Among the comments I hear from students and parents:

"I've hear liberal arts graduates can't get good jobs."

"We've spent \$25,000 putting you through college. We're counting on you to show us this money wasn't wasted."

"You need to find one good career field and stay with it. We don't want you job-hopping."

"I went to a liberal arts college for four years — what do I have to offer an employer?"

In short, how can a member of the Class of 1978 effectively connect these "two separate worlds" — Hampden-Sydney College and the world of work?

First, let me offer statistics to dispell a few misconceptions. If you are typical of most American 21-year-olds, you will (according to the U.S. Department of Labor) change jobs 8-12 times during your working lifetime. You will also change career fields 3-5 times. In addition, there currently exist in this country

close to 30,000 different job titles. These figures suggest that you are living in a world in which change is a constant (only a liberal arts graduate could write that sentence).

Are you as a liberal arts graduate equipped to meet this world of change? Yes, I feel you are uniquely prepared, and this opinion is shared by alumni, employers, and leaders.

Last year's H-SC seniors represent a good example of how these "two separate worlds" can be connected. Fifty-one percent (51%) of the 128 respondents to our survey are in graduate school, preparing for various vocations. Included in this group are students in medical, dental, and pharmacy school (16); law school (15); business school (8); and graduate psychology programs (8). Also many students in last year's senior class landed jobs in business, including insurance (6), sales (6), banking (5), management trainees (3), and real estate (2). Five are teaching.

Among the job titles claimed by the class of 1977 are appraiser, hospital administrative intern, legal assistant, sales manager, stock broker, math teacher, mental health worker, insurance agent, bank trainee, and instructor for retarded adults.

Over the years, Hampden-Sydney graduates have enjoyed similar career success in the fields of law, medicine, business, and education. Furthermore, many of these alumni link their occupational success to Hampden-Sydney's liberal arts education. Following are representative comments from a recent alumni survey asking "How has your experience at H-SC helped prepare you for your work?"

"I learned how to get along with all types of people" (James S. Shelton '63, Economics / Government and Foreign Affairs, Business Manager).

"By learning how to discipline myself and set goals" (John Middleton '76, His-

tory, Life Insurance).

"The broad-based academic and cultural-philosophical background was a good foundation for MCV" (J.C. Buston '58, Biology / Chemistry, Physician).

"The atmosphere and living conditions at Hampden-Sydney make you flexible" (J.P. McGuire Boyd '64, Math, Municipal Bond Trader).

"Ability to handle the English language and think logically" (Richard Manson '65, History/Government and Foreign Affairs, Attorney).

"Hampden-Sydney instills in a person a code of conduct that he carries into the business world" (R. Stedman Oakley, Jr. '66, President, home furnishings company).

"The liberal arts education and environment at Hampden-Sydney laid a foundation for me to become a business leader. In my experiences I have seen a number of very capable and bright people with specialized educational backgrounds fail in leadership roles. Hampden-Sydney's tradition of excellence certainly has its impact on me" (Norwood H. Davis, Jr. '63, Executive Vice President, Blue Cross of Virginia).

The positive link between an undergraduate liberal arts experience and the world of work is further articulated by leading U.S. executives. When these leaders were asked to list qualities they seek in a business executive, narrow vocational skills were conspicuously absent from their responses:

"Honesty, candor, good judgement, intelligence, imagination, and the ability to write clear, concise memos. I also want team players" (Henry Ford, Chairman, Ford Motor Company).

"A conceptual person, one who seeks to bring new approaches to problem-solving, as opposed to a consensus individual who goes to more traditional sources for answers" (J. Paul Stricht, President, R.J. Reynolds Industries).

"I look for an individual with broad in-



terests. Great changes are taking place around us and a broad, encompassing overview is more pertinent today than narrow specialization" (C. Peter McColough, Chairman, Xerox Corporation).

The skills and qualities cited above certainly cannot be guaranteed by a H-SC liberal arts education. What can be guaranteed is exposure to these qualities through four years of life in an environment that promotes and supports these broad-based transferable skills. Learning

sites for these skills might include the philosophy classroom (problem-solving skills), the Tiger (writing skills), the lacrosse field (team work), the fire department (working under pressure), the fraternity (tolerance for the views of others), or the science laboratory (investigative skills).

In a sense, then, each of you has experienced at Hampden-Sydney everything you will do. You have analyzed, led, planned and organized, conceptualized, listened, communicated, writ-

ten, persuaded, worked independently and as part of a team, worked under pressure of deadlines, created, combined ideas with manipulative skills, reasoned numerically, developed and implemented goals, served others, identified and acted out moral issues, and made decisions.

You have performed these skills through your academic program, extracurricular activities, summer jobs, volunteer experiences, and hobbies. Those activities you enjoyed and in which you performed well may in fact be leading you down a particular career path. Knowing which of the liberal arts skills you have acquired and which you enjoy is an important first step in implementing an effective career choice.

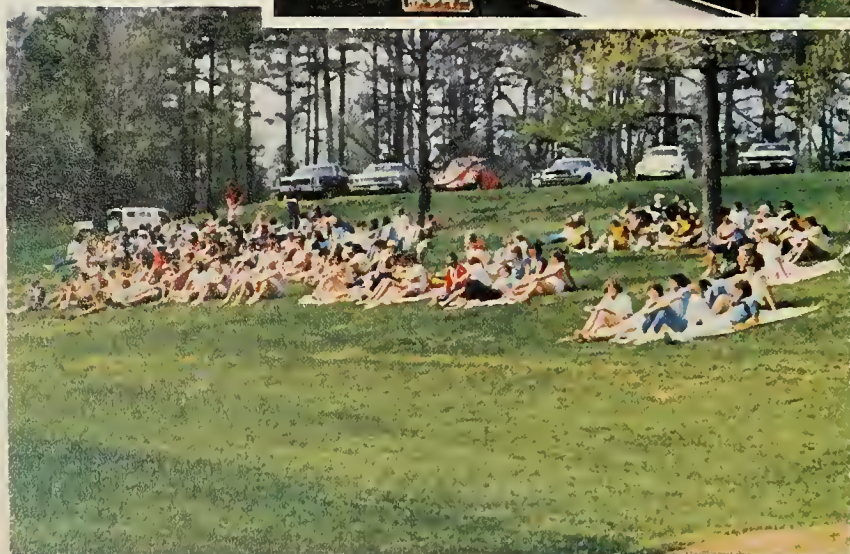
All this is fine, you may say, but how do you find that first job? Isn't being a liberal arts graduate a handicap? Yes, to a certain extent this is true. You may have more problems landing your first job than your counterpart with more specialized training (e.g. the accountant, engineer, or computer expert). You will, to be sure, have to sell yourself and your skills to the employer, and the burden will be on you to demonstrate how your liberal arts background will match the employer's needs. Despite this initial difficulty, most national studies indicate that the liberal arts graduates wind up being better satisfied with their lives and often better paid. Over the long run (through 8-12 job changes), you will benefit greatly from your four years at Hampden-Sydney College.

So savor the moment of your graduation. Reflect fondly on your four years at Hampden-Sydney. Remember the fun, the hard work, the many challenges. And, as you face difficult career choices and job searches, remember the bridge that connects the promising world of your future with your Hampden-Sydney liberal arts education.

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Richard S. Benner is the Director of the Center for Counseling and Career Planning. His undergraduate studies were at Amherst College, a small liberal arts college in Amherst, Mass.















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# GREEK







# WEEKEND





## Greek Weekend











*Janice*



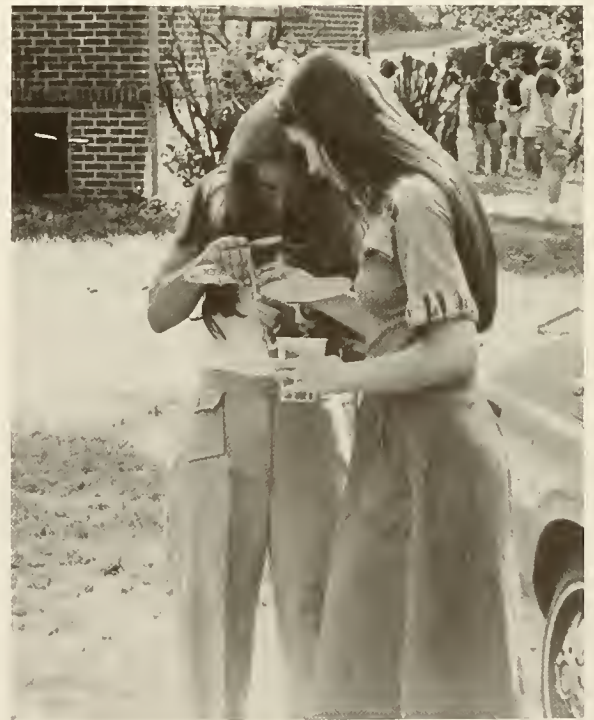


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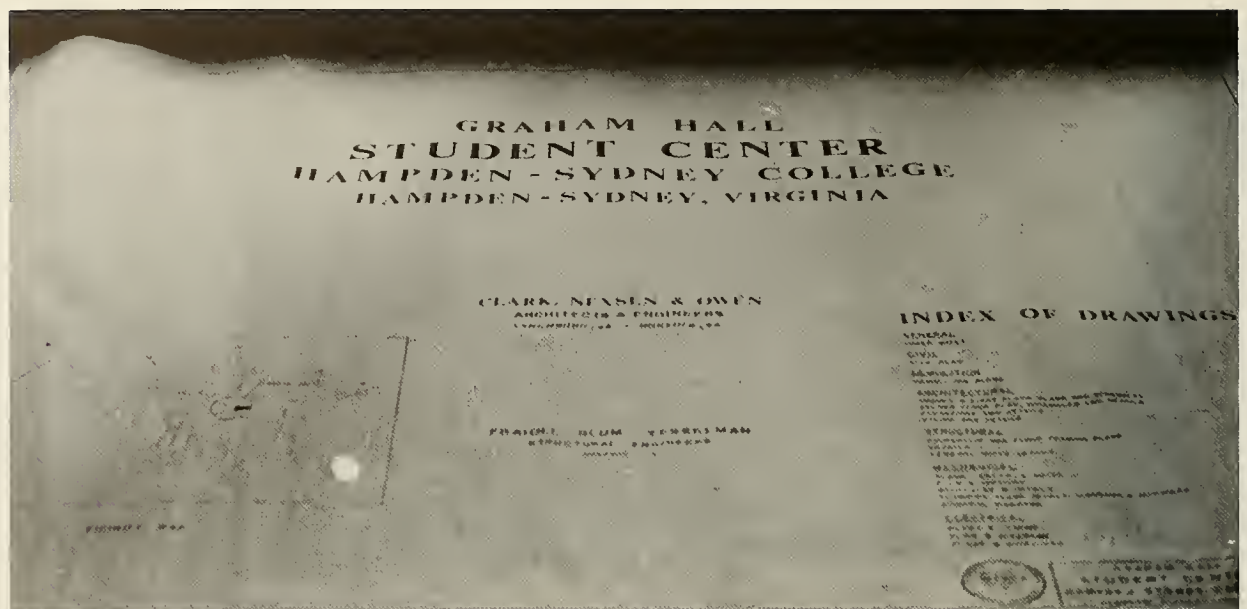




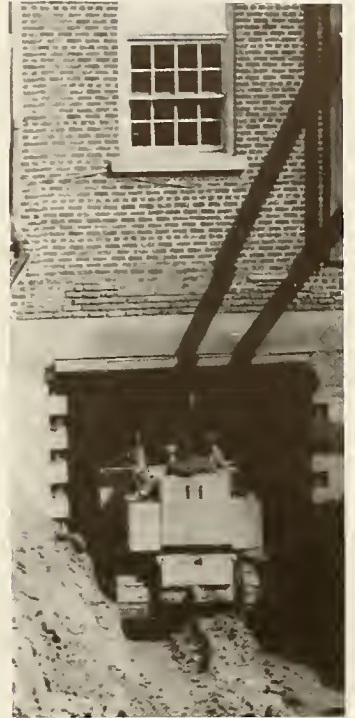










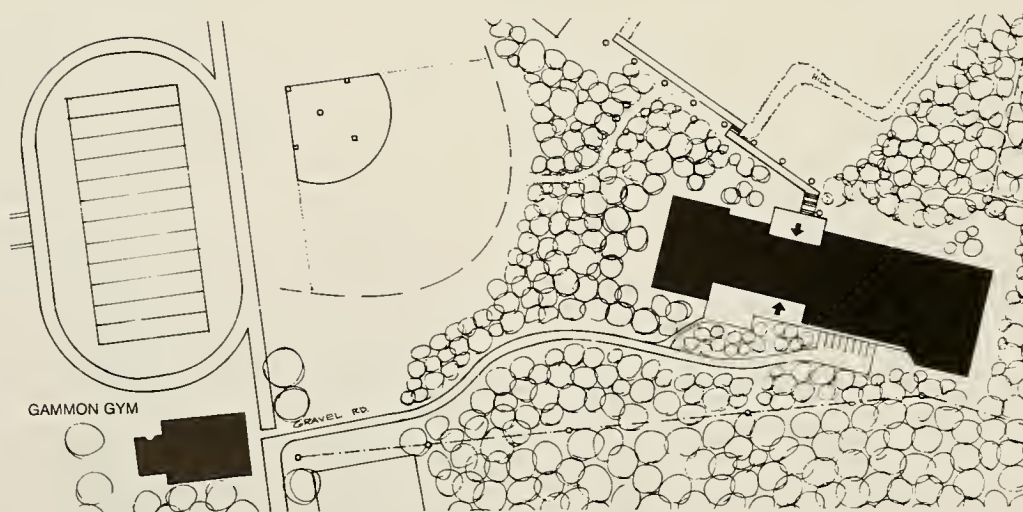




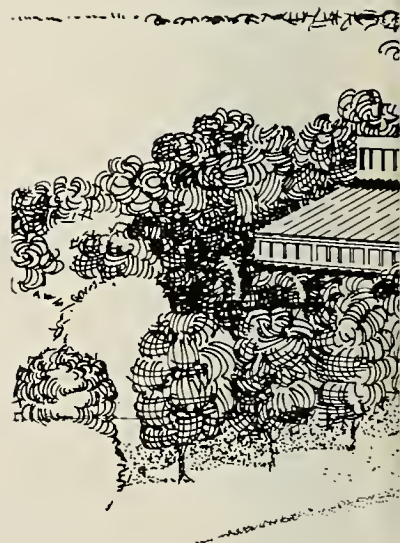
# *The Past, the Present, and the Future of H-S Athletic Facilities*



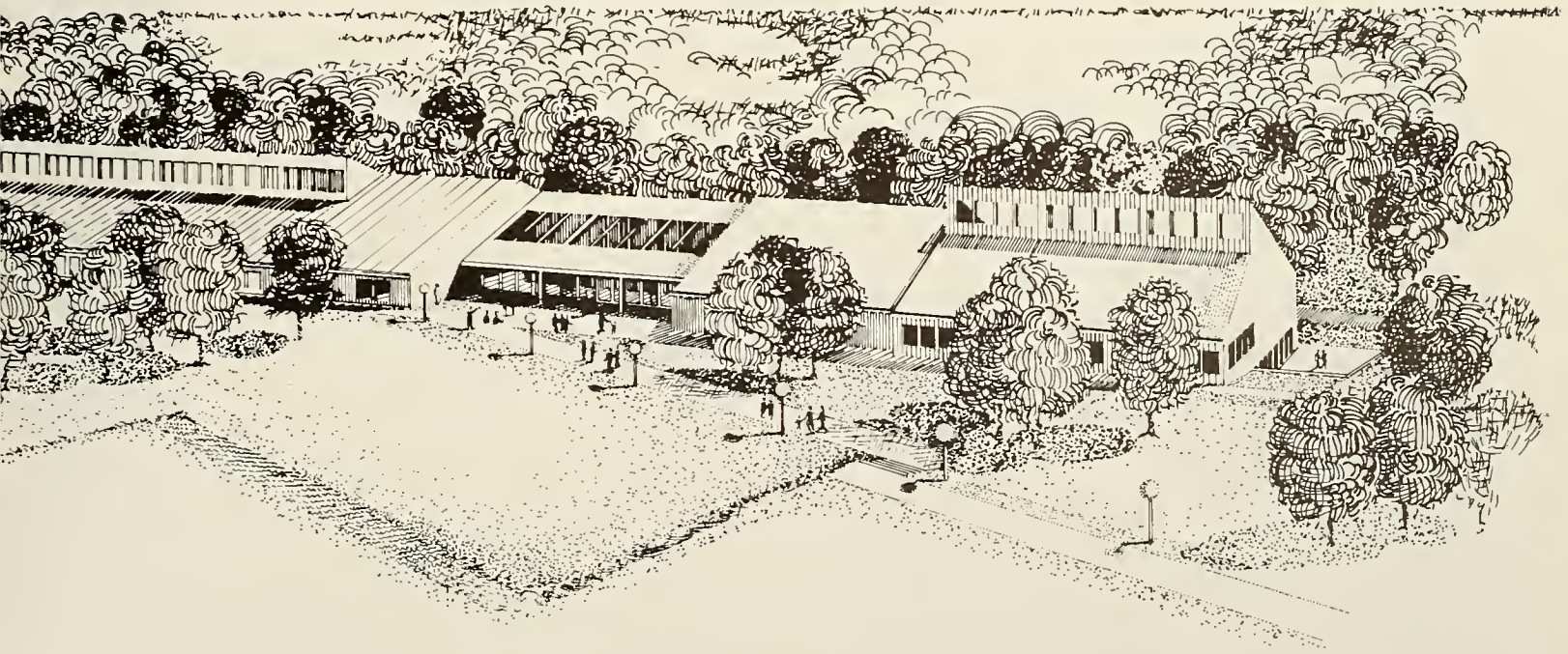
H. TUCKER GRAHAM GYMNASIUM.



Location of the new field house







AN ATHLETIC CENTER FOR HAMPDEN-SYDNEY COLLEGE  
GLAVE NEWMAN ANDERSON & ASSOC. - ARCHITECTS 10-20-77



# Graduation





May 14, 1978























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